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A study which was designed to predict the student potential for Cuyahoga Community College for the 5-year period of 1966-71 included information about (1) the enrollment experience and student characteristics of the institution sinceits inception in 1963 (with an initial enrollment of 3,039 which more than tripled during the following two years), (2) population movement and growth in the county (in which it was shown that the suburban population continued to grow while the urban population--especially that of Cleveland--declined), (3) enrollment potential based on tabulation by estimated attrition percentages, and (4) sources of enrollment potential in the county based primarily on a 1965 survey in which 17,909 of the county's 22,140 high school seniors participated. The study revealed that between 1965 and 1980 the total population of the county would increase from approximately 1.7million to 2.2 million (22%), the college-age population would increase from 111,000 to 149,000 (35%), there would be a 43% increase in the number of persons desiring education at the college level in the county, and there would be more than 50,000 full-time and part-time students for whom there were no accommodations presently planned. Results of the study indicated that during each of the five years immediately following, from four to 19% of the county's high school graduates would attend CCC. (DG)

THE ENROLLMENT POTENTIAL FOR CUYAHOGA COMMUNITY COLLEGE 1966 - 1971

MASTER-PLANNING SERIES

REPORT NUMBER ONE

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THE ENROLLMENT POTENTIAL FOR

CUYAHOGA COMMUNITY COLLEGE

1966 - 1971

Cuyahoga Community College

Master-Planning Series

REPORT NUMBER ONE

An Institutional Research Project
Lawrence E. Fox
Director of Institutional Research

Office of Planning and Development
December, 1965

TABLE OF CONTENTS

	PAGE
LIST OF TABLES	i
LIST OF FIGURES	iii
FOREWORD	iv
CHAPTER	
I. ENROLLMENT EXPERIENCE AND STUDENT CHARACTERISTICS	1
Beginnings	1
Public Education and Private Enrollment	2
Student Characteristics	3
Family Income	5
Students Who Work	7
Sources of Financial Assistance	7
Scholarship Aid	8
Graduation	11
Curriculum by Enrollment	14
II POPULATION	21
Population Movement	21
Size and Growth	22
Cleveland Division	23
Eastern Division	28
Western Division	29
Summary	31
III THE ENROLLMENT POTENTIAL	32
School Age Population	32
High School Dropouts	35
Other Urban Community Colleges	37
Projected Enrollment Cuyahoga County	39
Existing Facilities and Planned Expansion	40
Conclusions	41
IV PLANNING THE FUTURE	43
The Provisional Master Plan	43
Meeting the Need	45
Enrollment Potential by Groups	46
The Western Campus	47
A Cultural Center	48
Cleveland Campus	53
Eastern Campus	57
Support for Predictions	61
The Totals	61
APPENDIX	65

LIST OF TABLES

TABLE		PAGE
I	Enrollment	1
II	Enrollment by High School	3
III	Distribution of Selected Students by Family Income	5
IV	Student Employment Patterns	7
V	Sources of Student Finances	8
VI	The Need is Great and Growing	9
VII	Distribution of Students by Class	9
VIII	Distribution of Students by Credit Hours	10
IX	Classification of Students	14
X	Distribution of Female Day Students by Program	15
XI	Distribution of Female Evening Students by Program	16
XII	Distribution of Male Day Students by Program	17
XIII	Distribution of Male Evening Students by Program	18
XIV	Ten Largest Cities in 1965	22
XV	Ten Fastest Growing Communities Forecast (1965-1975) over 5,000 Population in 1965	23
XV[a]	Cuyahoga County Population	24
XVI	Cleveland Division, Population and Area	28
XVII	Eastern Division, Population and Area	29
XVIII	Western Division, Population and Area	30
XVIX	Pupil Enrollment by Grades in Selected School Districts, K-12 as of October, 1964	33
XX	Distribution of New Student Enrollment by Age and Program--Fall 1965	34
XXI	Population and Enrollment Projections	39
XXII	Existing Facilities and Planned Expansion	40

LIST OF TABLES (CONTINUED)

TABLE		PAGE
XXIII	Projected College Enrollment of Cuyahoga County Students 1970-1980	41
XXIV	Projected College and University Enrollment State of Ohio	44
XXV	Sources of Enrollment Western Campus	50
XXVI	Western Campus Predicted Enrollment	52
XXVII	Sources of Enrollment Cleveland Campus	55
XXVIII	Cleveland Campus Predicted Enrollment	56
XXIX	Sources of Enrollment Eastern Campus	59
XXX	Eastern Campus Predicted Enrollment	60
XXXI	Estimated Totals of High School Graduates Seeking Post High School Education	62
XXXII	Summary of Predicted Enrollment for Cuyahoga Community College District 1966-1971	64

LIST OF FIGURES

FIGURE		PAGE
I	Locations of Cuyahoga Community College Facilities	27
II	Occupational Trends and Educational Requirements	36
III	Communities in the Western Campus Division	49
IV	Communities in the Cleveland Campus Division	54
V	Communities in the Eastern Campus Division	58

FOREWORD

This report attempts to predict the student potential for Cuyahoga Community College for the next five years. The results range from a low of four percent to a high of 19 percent annually of Cuyahoga County high school graduates. These percentages are likely to appear conservative when compared with enrollments at urban community colleges elsewhere. In California, where public higher education is free, approximately 50 percent of the high school graduates enroll in community colleges. In Michigan, one authority estimates the percentage at 45 percent. These are significant figures since both Michigan and California have larger than average networks of state colleges and state universities.

Public community colleges have established new campuses at a faster rate than all other post high school institutions. Presently one out of every four college students attends a two year community college or junior college. Every state has one, and there are over 700 in existence. Chicago operates eight campuses, and 96 out of 102 Illinois counties have organized community college districts, or are planning to do so. Boston has two community colleges, more are planned. New York City operates six, more are planned. Philadelphia received 3200 applications for its new community college. Dallas is planning a multi-campus district and Pittsburgh has plans for a six campus district. St. Louis operates three campuses.

Throughout the country, the pattern of community college expansion repeats. The growth of the Community College in Cuyahoga County confirms the national trend.

In December 1962 Cuyahoga Community College became the first community college to be established in the State of Ohio and the first public college to be chartered in the state since 1910. In September 1963, operating in rented buildings in downtown Cleveland, over 3000 students enrolled for instruction. These entering students constituted a record initial enrollment for the community college movement. In September 1965, nearly 10,000 students enrolled.

To accommodate anticipated growth, the College will open a suburban campus in 1966 on a site donated by the Federal government. This new Western Campus will operate in addition to the established campus downtown and the part time and evening programs located in two east side high schools. In 1968 a permanent 22.6 million dollar Cleveland Campus will replace the downtown rented facilities.

Principally supported from state and local taxes, the Community College is a low cost commuter's college. It offers a variety of programs designed to meet a wide range of ability levels and needs. Special instructional programs prepare students for employment in semi-professional and technical occupations. Pre-professional and transfer programs are offered for credit towards baccalaureate degrees. In-service training courses are available to local business and industry and the college serves as a center for cultural activity and continuing adult education.

The following Report is the first in the Cuyahoga Community College Master-Planning Series. These reports will appear periodically as expressions of the College's continuous planning activity. Since the planning emphasis will vary from time to time depending on the nature of the current planning concern, these reports will deal with a variety of subjects.

CHAPTER I

ENROLLMENT EXPERIENCE AND STUDENT CHARACTERISTICS

Enrollment Experience

Beginnings

Cuyahoga Community College has a short history. Granted a charter by the State of Ohio on December 5, 1962, the College admitted its first students on September 23, 1963, with the largest initial community college enrollment in the history of the movement. Growth and expansion are built into the College's operation. Enrollment has increased geometrically in every year since the College opened.

In Table I below, anticipated and actual enrollment for the first three years of operation are shown.

TABLE I

ENROLLMENT

Year	Day Anticipated Enrollment	Day Actual Enrollment	Total Anticipated Enrollment	Total Actual Enrollment
1963	800	1004	3000	3039
1964	2200-2450	2677	5800-6200	6505
1965	3400-3700	4700	7500-9000	9833

The Board of Trustees anticipated this growth:

> From the very beginning we found the need for a community college in our district to be so compelling as to be startling, and the enthusiasm and encouragement from all areas and elements of the district for its establishment so strong as to be inspiring. It was obvious that this missing element in our system of public education must be supplied immediately, and the abundant support and energies of the community -- now available -- be channeled into

> the effort at fulfilling the need. It is for this reason that we have designated September of 1963 as the month during which we expect the community college to commence instruction as an operating entity.[1]

Public Enrollment and Private Enrollment

One of the most interesting but little understood educational phenomenon is what might be called the higher education multiplier effect. The term, adapted from economics,[2] refers to the reaction of students to provisions for increased post high school opportunities. Simply put, when colleges open, students enroll, but not to the detriment of existing institutions. The establishment of new facilities appears to create a sort of enrollment spill-over.

In the Fall of 1965, when Cuyahoga Community College experienced its largest enrollment (9833), the following editorial appeared in the Cleveland Press:

> CAMPUSES ON THE GROW
>
> There have been fears that the opening of Cuyahoga Community College and Cleveland State University would adversely affect the enrollment of Cleveland's private institutions.
>
> So far those fears appear needless. Western Reserve's freshman class is up 59%, to a record enrollment of 777. John Carroll University's freshman class has increased 20% over last year. There is plenty of room--and need--for both public and private institutions of higher and highest learning in Greater Cleveland.[3]

---

[1]Transmission letter accompanying the Official Plan for Cuyahoga Community College, Board of Trustees, November 27, 1962.

[2]Samuelson, Paul A., Economics, (New York) McGraw-Hill, 1964, pp.231-235. An increase in investment stimulates spending. A chain reaction is set off by the initial investment. Each new recipient of funds spends a percentage of his receipts and the next recipient both benefits and spends in turn. The total economic effect is then greater in dollars than the original investment. Dollars create more dollars in a causal sequence.

[3]Cleveland Press, October 20, 1965, p. 20, col. 2.

Two factors, at least, appear to be pushing enrollments upward. The opening of new institutions provides places for which a demand already exists and a further demand is created because college attendance becomes contagious. As more students attend, more desire to attend. The college-going habit spreads, to the benefit of all concerned.

In this regard the Community College expects to accommodate many students who will be the first members of their families to attend college.

Student Characteristics

The establishment and expansion of the Community College confronted the administration and faculty with many critical problems. Renovating buildings, recruiting able staff, and planning programs were high priority activities. Despite the hectic succession of immediate and pressing tasks, time was somehow set aside to collect and compile information about our students.

Table II shows the enrollment pattern by high school for the fall semesters 1964 and 1965, new students only.

TABLE II

ENROLLMENT BY HIGH SCHOOL

High School Name	Year 1964	Year 1965	High School Name	Year 1964	Year 1965
Jane Addams Vocational	14	13	Central	12	27
John Adams	261	229	Chagrin Falls	6	15
Bay	9	40	Chanel	12	40
Beachwood	14	16	Charles F. Brush	148	149
Beaumont School for Girls	6	3	Cleveland Heights	223	207
Bedford	6	6	Collinwood	98	88
Benedictine	76	91	Cuyahoga Heights	5	22
Berea	32	59	East	134	82
Brecksville	20	51	East Technical	137	109
Brooklyn	19	35	Ernest E. Root	31	
Byzantine Catholic	3	19	Euclid	67	91
Cathedral Latin	63	58	Fairview	16	36

TABLE 11 (Continued)

ENROLLMENT BY HIGH SCHOOL

High School Name	Year 1964	Year 1965	High School Name	Year 1964	Year 1965
Garfield Heights	48	84	St. Francis	5	10
Gilmour Academy	1	3	St. Ignatius	50	32
Glenville	166	112	St. John Cantius	18	18
Griswold Institute	6	16	St. Joseph	78	101
Hawken School	1		St. Joseph Academy	18	22
Hoban Dominican	21	19	St. Michael	12	28
Holy Name	44	51	St. Peter	9	11
Independence	12	22	St. Procop	7	7
John Hay	133	113	St. Stanislaus	39	22
John Hay Extension	26	15	St. Stephen	9	15
John Marshall	82	81	St. Therese Academy	1	2
Lakewood	77	119	Shaker Heights	72	66
Laurel	1		Shaw	94	83
Lincoln	72	74	Solon	13	10
Lourdes Academy	16	28	South	67	82
Lutheran East	3	15	Strongsville	4	34
Lutheran West	10	15	Thomas A. Edison Occupational	4	
Magnificat	7	14	Ursuline Academy of the Sacred Heart	10	23
Maple Heights	27	86	Valley Forge	37	116
Marymount	11	39	Villa Angela Academy	6	12
Max S. Hayes Trade	16	18	Warrensville	13	31
Mayfield	59	68	West Technical	138	168
Midpark	12	46	West Technical Extension	7	
Nazareth Academy	23	22	Westlake	11	25
North Olmsted	14	32			
Olmsted Falls	12	13	Miscellaneous Counties		
Orange	23	24			
Our Lady of Lourdes	19	17	Lake County	31	87
Parma	210	200	Geauga County	40	21
Regina	13	14	Portage County	5	4
James Ford Rhodes	82	90	Summit County	14	6
Rocky River	14	38	Medina County	6	15
St. Augustine Academy	7	15	Lorain County	11	3
St. Edward	68	108			

	1964	1965
Other Ohio Counties	462	308
Other U.S.A. Areas	165	518
Foreign Countries	8	73
Non-graduates	2	9
Other Miscellaneous	3	15
TOTAL RESPONSE	4,262	5,167

SOURCE: Enrollment statistics, Cuyahoga Community College, September 1965
They Came to Cuyahoga Community College, Volume II, June, 1965.

Family Income

In response to the question, "What is the family's income? Indicat total family income before taxes," administered to a group of 802 students in the fall 1964 class, 560 usable replies were received as follows:

TABLE III[4]

DISTRIBUTION OF SELECTED STUDENTS BY FAMILY INCOME

Family Income	Number	Percent of Total
Less than $5,000	67	11.96
5,000 to 7,499	217	38.76
7,500 to 9,999	144	25.71
10,000 to 14,999	98	17.50
15,000 to 19,999	23	4.00
20,000 to 24,999	4	.71
25,000 and over	7	1.25
TOTAL	560	99.89

From the table it is evident that approximately half the students who responded come from families whose income falls below $7,500. Approximately 12 percent earn less than $5,000 annually.

The distribution of family income has some interesting implications for the future of the College. The provision of low cost, commuter colleges is meant to make education available to low income students. If roughly 12 percent of our sample (the lowest group under $5,000) is drawn from this group, it would appear to be a smaller number than we would expect. The implications are that this group is slower to receive the message of low cost public education or that "low cost" is not low enough for this group.

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[4]American College Survey conducted by the American College Testing Program, Iowa City, Iowa, 1964.

Another possibility is lack of preparation for college going, namely attitude and academic skill. As stories about Cuyahoga Community College continue to appear in the press, as word travels, as other low income students begin to change their schooling patterns, we would expect greater representation from this group.

Turning now to the group from families in the $7,500 to $15,000 category, what are the implications of these numbers? There are several. Family income may be stretched just so far when it comes to supporting students at college. "It is not unusual for an annual college bill for one student's tuition, board, and extras to run between $3,000 and $4,000." In this context, Mr. Hechinger was making reference to federal scholarship aid for,"... that growing segment of the affluent middle class that nonetheless finds that putting several children through college can play havoc even with comfortable incomes."[5]

Another possible implication is that greater numbers of students from the $7,500 to $15,000 and above income group are becoming more and more inclined to pursue two year programs than four year programs. The need for an intermediate education cuts across family income lines. Or finally, the open door policy of admissions has attracted these students who are uncertain of their educational goals and require time and opportunity to explore vocational and academic possibilities.

These implications will be considered closely as reference points for Community College planners. Decisions concerning curriculum, community relations, and staffing will ultimately reflect the interpretation made of these implications.

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[5]Hechinger, Fred M.,"Challenge for Colleges," New York Times, November 9, 1965.

Students Who Work

The community college in the urban setting offers full-time students the advantage of part-time employment. It also provides an opportunity for those who work full-time to be part-time students. Only a relatively small percentage of students enrolled (28.1%) who responded to the work questionnaire, are not employed.

TABLE IV[6]

STUDENT EMPLOYMENT PATTERNS

	DAY		EVENING		COMBINED DAY & EVENING		ALL
Employed	Male	Female	Male	Female	Male	Female	Students
Full-time	19.2%	10.9%	84.4%	69.6%	13.1%	8.5%	49.5%
Part-time	29.5	26.0	7.1	12.9	33.6	16.1	18.0
Not Employed	41.8	57.7	7.5	15.7	48.0	64.4	28.1
No Response	9.5	5.4	1.0	1.8	5.3	11.0	4.4

Note: Unless otherwise specified, all tabulations are based on the responses of 4,683 students who were new to Cuyahoga Community College in the fall of 1964.

Source of Financial Assistance

The working student who depends mainly on his or her earnings for support represents 48.4 percent of all students. A variety of sources are utilized by students as indicated by Table V following. Evening students represent the bulk of the group depending principally on earnings. Approximately 25 to 30 percent of the day students fall into the same category.

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[6] They Came to Cuyahoga Community College, A Study of Some of the Characteristics of Students Entering Cuyahoga Community College Fall Semester, 1964, June 1965, Vol. II, No. I, p.7.

TABLE V[7]

SOURCES OF STUDENT FINANCES

	DAY		EVENING		COMBINED DAY & EVENING		ALL
	Male	Female	Male	Female	Male	Female	Students
Savings	41.4%	36.8%	22.5%	25.4%	54.5%	29.7%	31.6%
Earnings	30.4	24.6	67.9	64.3	22.5	18.6	48.4
Parents	18.4	33.3	4.1	4.7	20.5	44.9	13.6
Relatives	.9	2.2	.4	1.8	.8	1.7	1.1
Loans	1.0	1.3	1.2	.7	1.2	.8	.9
Scholarships	.6	.4	1.5	.7	.4	2.5	1.0
No Response	7.3	1.4	2.4	2.4	.1	1.8	3.4

The two lowest categories, Loans and Scholarships, are expected to increase in the years ahead. Federal legislation will provide aid for needy, talented students, in the form of the higher education aid bill.

Scholarship Aid

Locally, as the College grows, citizen groups will undoubtedly provide an increasingly larger fund for scholarships. In the past year, new scholarships have been added to the existing funds. One, donated by the Revco Drug Company, provides tuition for students 60 years or older who desire to begin or resume a program of studies at the college.

Another, sponsored by the Junior League of Cleveland, provides funds for students in the technical-occupational curriculums. The College should receive an increasingly large number of grants as a local educational organization with local community emphasis. An additional future source of scholarship and loan support will most likely come from alumni. The largest single amount donated to the College to date is the $10,000 scholarship gift from the Louis D. Beaumont Foundation, received October 15,1965. The table following shows how funds have been dispensed in the past along with projected future needs.

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[7]Ibid., p.8.

TABLE VI[8]

THE NEED IS GREAT AND GROWING

School Year	% of F. T. S.*	Funds Available	Range	Average
1963-4	4	$ 3,400	$ 50-300	$ 121
1964-5	3	8,500	25-300	142
		Estimated		
1965-6	5	40,000	150-400	267
1966-7	5	54,000	150-400	270
1967-8	5	65,000	150-400	260

*Full-time student (one who carries 12 or more semester hours)

The tables following show the distribution of students by class and number of semester hours carried.

TABLE VII[9]

DISTRIBUTION OF STUDENTS BY CLASS

	DAY		EVENING		COMBINED DAY & EVENING		ALL
	Male	Female	Male	Female	Male	Female	Students
Freshman (less than 30 semester hours)	74.0%	85.4%	60.5%	60.7%	79.5%	83.9%	68.9%
Sophomore	4.1	2.1	6.2	4.5	5.3	6.8	4.7
Unclassified (non-degree students)	8.5	5.5	27.7	28.3	8.2	3.4	18.4
No Response	13.4	7.0	5.7	6.5	7.0	5.9	8.0

8"Community Support for Scholarships". (Pamphlet), Cuyahoga Community College, (Cleveland, Ohio), 1965

9They Came to Cuyahoga Community College, Op. Cit., p.9.

TABLE VIII[10]

DISTRIBUTION OF STUDENTS BY CREDIT HOURS

Semester Hours	DAY Male	DAY Female	EVENING Male	EVENING Female	COMBINED DAY & EVENING Male	COMBINED DAY & EVENING Female	ALL Students
12 or more	71.4%	74.1%	3.3%	1.1%	80.7%	68.6%	35.2%
Less than 12	20.3	23.0	94.3	96.7	15.2	28.8	60.8
No Response	8.3	2.9	2.4	2.2	4.1	2.6	4.0

Figures in Table VIII show the percentage of students carrying more or less than twelve hours. In the 12 hours or more group, approximately 43 per cent of the students are at the 12 hour level, 18 per cent at 13 hours, 9 per cent at 14 hours, 15 per cent at 15 hours, and 14 per cent at more than 15 hours.

Returning to distribution by class, few students transferred to the College as sophomores in the fall of 1964. Table VII shows only 4.7 per cent of the total incoming group at the sophomore level.

There are indications that transfer-in sophomores will become more numerous. Reasons for this phenomenon will be discussed shortly.

While it is too early in the College history to determine all the student flow patterns, to and from the College, certain ones can be identified. Approximately 30 to 40 per cent of all students who enter each year do not return for the following year. Where do

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[10]Ibid.,p. 10.

they go? Some will graduate. These are relatively easy to account for, but the others are not.

Some transfer to other institutions after attending Cuyahoga Community College for one year or less. These students generally turn up at four year institutions. Others become discouraged or are dismissed for academic reasons. A percentage of the students enter the service or leave the institution to go to work.

Another variation of the flow pattern is the enter-drop-return student. For many reasons, primarily financial, students enroll for courses and then find themselves unable to continue for more than a semester or several semesters at a time. This student is not lost to us. He leaves, works for a time, and returns.

The diverse patterns reflect the economic and social condition of our students. So long as the College continues to provide educational and cultural services for the diverse population of Cuyahoga county, a mixed pattern of attendance is expected.

Graduation

The graduation requirements of the College stipulate that 62 semester hours be completed with an average grade of C or better.[11] This means that theoretically a student must carry a minimum of 15 hours per semester for four consecutive semesters, excluding the summer semester, in order to graduate within two years. The student must also manage to include an additional two hours to bring his total to 62 hours. (4 x 15 = 60 + 2 = 62)

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[11] Cuyahoga Community College Catalogue for the 1965-66 Academic Year, Cuyahoga Community College (Cleveland, Ohio) March, 1965, p. 49.

Not all of our students can make progress at this pace. In this respect Community College students are very much like those enrolled in four year institutions.

> Some 40% of college students graduate on schedule; 20% more graduate after delay at some college or other. These have been the facts for several decades in American higher education."[12]

In the Spring of 1965 a questionnaire was mailed to 209 full-time students who were enrolled in the Spring of 1964 but failed to return for Fall 1965. Respondents were asked, among other things, to indicate their reasons for not returning. Seventy-five replies were completed and received. Of this group, "...twenty-six were actually still in school, either part- or full-time. Nine indicated they planned to return to Cuyahoga Community College in the near future. One had planned to attend only one semester."[13]

The results of this survey should be interpreted cautiously since only 75 of 209 questionnaires were returned. However, the implications have some meaning. What normally might be referred to as student attrition or dropout turns out to be only part of the story. Whether this pattern will repeat in semesters to come is not known. Probably some variation of the pattern will. Students will attend Cuyahoga Community College for a period of time (a year or less) and then transfer to four year colleges as mentioned or to other post high school institutions. Others will leave college for good.

At the other end, the four year college and university level, the flow pattern is reversed in our direction. For a variety of reasons students at four year institutions leave after or during their first year and enroll at

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[12]Summerskill, John, "Dropouts from College", College and Character, Nevitt Sanford (ed.), New York: John Wiley & Sons, 1964, p. 188.

[13]Thurston, Alice, Dropout Study of Spring, 1965, Cuyahoga Community College, Cleveland, Ohio.

community colleges.

Many students aspire to four year programs for which they are unsuited by background, training, and temperament. Nevertheless, they are sufficiently capable to do good college level work and they qualify for acceptance at four year institutions. Having enrolled at a four year college, they probably experience a range of difficulties and dissatisfactions. We hope to find out what these are.

The difficulties are not primarily academic because unless a transfer student is in good standing at his previous college or university, Cuyahoga Community College will not accept him. If the student is not in good standing, the College will not reject him forever. He may reapply for admission by allowing one semester to lapse between the time of his prior enrollment and his application.

There are indications that the transfer-in group has already become an important part of future enrollment. In the fall of 1965 approximately 1475 new students transferred-in from other post high school institutions (mainly four year colleges). An additional 1179 who enrolled were transfer-in students who had already completed a semester or more at the College. Between the continuing transfer-in and new transfer-in students, a total of 2674 enrolled for fall 1965. This number accounted for 27 percent of the total enrollment of 9833.

Correspondence with a number of Ohio's four year institutions indicates freshman attrition ranging from 12 to 50 percent. One of the prime tasks of the College is to help these students from four year colleges explore their educational and vocational abilities so that compatible matching can be made between their talents and available programs.

Table IX shows the classification of all types of students, including the transfer-in group, in percentages:

TABLE IX[14]

CLASSIFICATION OF STUDENTS

	DAY		EVENING		COMBINED DAY & EVENING		ALL
	Male	Female	Male	Female	Male	Female	Students
New*	74.4%	83.7%	63.5%	65.7%	68.4%	78.1%	70.0%
Transient**	3.1	3.5	12.1	9.7	6.1	2.5	7.6
Transfer	13.7	9.2	14.4	13.1	21.8	16.9	13.7
Post Graduate	.5	1.1	3.9	4.6	.8	.8	2.6
No Response	8.3	2.5	6.1	6.9	2.9	1.7	6.1

* No previous college training ** Enrolled elsewhere

Curriculum by Enrollment

The College offers degree and non-degree programs in the two general areas: a transfer curriculum and a technical-occupational curriculum. Those who enroll in the transfer program generally intend to attend a four year institution following completion of their studies at Cuyahoga Community College or they may plan to transfer before completing the two year program.

Those in technical-occupational programs plan to start working in the occupational field of their preparation. They may begin employment at the end of one or two years depending upon their field of concentration and their level of aspiration.

The tables following show the distribution of students in the different curriculums divided by student classifications:

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[14] They Came to Cuyahoga Community College, Op. Cit., p. 10.

TABLE X[15]

DISTRIBUTION OF FEMALE DAY STUDENTS BY PROGRAM

Vocational or curricular choice of the female students attending the day program expressed as a percentage of each group.

TRANSFER PROGRAMS	PERCENT	TWO-YEAR PROGRAMS	PERCENT
Elem. or Sec. Teach.	30.0	Registered Nursing	14.6
Liberal Arts	5.1	Dental Hygiene	4.0
Social Science	4.4	Secretarial Science	3.5
Business Adm.	4.1	Medical Assistant	3.3
Science	2.4	Accounting	1.1
Fine Arts	1.7	Medical Technology	.8
Pre Med. or Pre Dental	1.4	Business Mgt.	.5
Mathematics	.6	Data Processing	.5
Other	4.5	Build. Const. Tech.	.2
Undecided	9.2	Retailing	.2
. . . . .	....	Other	2.5
. . . . .	....	Undecided	2.5
	63.4		33.7

No Response: 2.9 percent

[15]Ibid., p. 13.

TABLE XI[16]

DISTRIBUTION OF FEMALE EVENING STUDENTS BY PROGRAM

Vocational or curricular choice of the female students attending the evening program expressed as a percentage of each group.

TRANSFER PROGRAMS	PER CENT	TWO-YEAR PROGRAMS	PER CENT
Elem. or Sec. Teach.	13.7	Registered Nursing	6.5
Business Adm.	7.5	Accounting	3.0
Liberal Arts	3.4	Secretarial Science	2.2
Science	2.1	Data Processing	1.9
Social Science	1.8	Dental Hygiene	1.2
Mathematics	.8	Medical Assistant	.9
Pre Med. or Pre Dental	.4	Business Mgt.	.5
Engineering	.2	Retailing	.4
Fine Arts	.2	Medical Technology	.3
Other	4.9	Law Enforcement	.2
Undecided	20.4	Elec.-Electronic Tech.	.1
. . . . .	....	Ind. Supervision	.1
. . . . .	....	Transportation	.1
. . . . .	....	Other	1.9
. . . . .	....	Undecided	7.8
	55.4		27.1

No Response: 17.5 per cent

[16]Ibid., p. 14.

TABLE XII[17]

DISTRIBUTION OF MALE DAY STUDENTS BY PROGRAM

Vocational or curricular choice of the male students attending the day program expressed as a percentage of each group.

TRANSFER PROGRAMS	PERCENT	TWO-YEAR PROGRAMS	PERCENT
Business Adm.	21.9	Elec.-Electronic Tech	2.7
Engineering	9.4	Accounting	2.6
Elem. or Sec. Teach.	5.5	Business Mgt.	1.8
Liberal Arts	5.0	Data Processing	1.2
Science	4.0	Mechanical Tech.	1.1
Pre Med. or Pre Dental	2.9	Registered Nursing	1.1
Social Science	2.5	Law Enforcement	.9
Mathematics	1.8	Build. Const. Tech.	.7
Fine Arts	1.1	Ind. Supervision	.4
Other	5.1	Salesmanship	.4
Undecided	14.0	Medical Assistant	.3
. . . . .	. . . .	Secretarial Science	.3
. . . . .	. . .	Retailing	.3
. . . . .	. . .	Transportation	.3
. . . . .	. . .	Medical Technology	.2
. . . . .	. . .	Dental Hygiene	.1
. . . . .	. . .	Other	1.4
. . . . .	. . .	Undecided	2.6
	73.2		18.4

No Response: 8.4 percent

[17]Ibid., p. 15.

TABLE XIII[18]

DISTRIBUTION OF MALE EVENING STUDENTS BY PROGRAM

Vocational or curricular choice of the male students attending the evening program expressed as a percentage of each group.

TRANSFER PROGRAM	PER CENT	TWO-YEAR PROGRAM	PER CENT
Business Adm.	16.1	Business Mgt.	3.6
Engineering	8.9	Accounting	3.3
Elem. or Sec. Teach.	3.3	Ind. Supervision	2.8
Liberal Arts	2.9	Elec.-Electronic Tech.	2.8
Science	1.9	Data Processing	2.4
Mathematics	1.5	Law Enforcement	1.3
Pre Med. or Pre Dental	.8	Mechanical Tech.	1.3
Social Science	.8	Build. Const. Tech.	.9
Fine Arts	.6	Registered Nursing	.6
Other	4.2	Transportation	.5
Undecided	19.2	Salesmanship	.4
. . . . .		Medical Assistant	.3
. . . . .		Medical Technology	.3
. . . . .		Dental Hygiene	.2
. . . . .		Retailing	.2
. . . . .		Secretarial Science	.1
. . . . .		Other	1.0
. . . . .		Undecided	5.5
	60.2		27.5

No Response: 12.3 per cent

In addition to regular courses, the College schedules special courses intended to meet the needs of special groups in the community.

For example, in Fall 1965, approximately 100 were enrolled in a course in Fire Technology. Many in the course are members of city fire departments studying to improve their positions within their departments. Others are from fire technology departments in industrial firms like the Lubrizol Corporation.

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[18] Ibid., p. 17.

In conjunction with the local Community Action for Youth program, the College provides a special course in data processing. The course is intended to prepare its enrollees for immediate job entry or to proceed to higher level course offerings.

A local concern, the H. K. Ferguson Co., has been hiring apprentices in building technology and paying their tuition at the college. At the end of the course, the apprentices move into the company full-time.

The College arranged a course of instruction for the Bunker Ramo Corporation, conducted at the manufacturer's plant. The course, Solid State Circuit Analysis, was attended by personnel whose backgrounds ranged from no college to holders of advanced degrees. Another local concern, the Chase Copper and Brass Company contracts for a special course in industrial supervision. The course, Men, Machines and Materials, is taught by a Cuyahoga Community College instructor on the Chase premises. The course in Blueprint Reading for the employees of the Tremco Manufacturing Company is another example of the College's service to local industry.

The College has been fortunate in having a number of advisory committees for its technical-occupational curriculum. Members of the committees are drawn from local business, industry, and labor, and from governmental and health agencies. Their participation in building programs and maintaining liaison with their respective centers of employment, has kept the College responsive to special sectors of the community served by the College.

To remedy the shortage of certified laboratory assistants in the hospitals, the College has been offering instruction in cooperation with three local hospitals to develop certified laboratory personnel. At the end of the 50 week training period, graduates are eligible to take the certification test. The program is approved by the American Society of Clinical Pathologists.

For registered nurses, a seminar in leadership has been offered. A Workshop in Interpersonal Relationships is also available for practical nurses. Other special offerings include Live Theater in Cleveland, Photo-Journalism, Creative Writing, and Studies in Jazz.

The range of course activity, outside of the regular routine instruction, is part of Cuyahoga Community College's direct service to the community which supports it. The College staff is eager to make its learning resources available to the broadest range of students possible. Ideally, the compilation of student characteristics should include at least one of everything, or everyone, taken from the range of characteristics of Cuyahoga County population at large.

CHAPTER II

POPULATION

A community college is by definition a commuter college. No residential facilities are planned for the college. Because the college draws its enrollment from a locale within convenient travel distance from the college, it is important that the campus be located within established centers of population or in areas where population growth is predicted.

Population Movement

The population movement in Greater Cleveland approximates that in other large United States cities. The inner or central city has declined while the suburban areas, which ring the city, have generally gained. Between the 1950 and the 1960 census, the cities of New York, Chicago, Philadelphia, Washington, Baltimore and Cleveland all lost population. Since the 1960 census an interim census was conducted in several cities (Louisville, Ky., Rochester, N. Y. and Cleveland, Ohio). This special census of April 1, 1965, taken in the Cleveland City area, indicated a further decline in population. The same has been reported for Rochester and Louisville.

The census bureau estimates the present population of Cuyahoga County at 1,694,000. The 1960 census count of Cleveland City was 876,050. The result of the 1965 Cleveland City enumeration established the Cleveland population at 810,885, a loss of 7.4 per cent or 65,165 persons.[1]

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[1]United States Department of Commerce, Washington, D. C., Bulletin, August 13, 1965.

Local demographers in business and governmental organizations were surprised at the size of the downturn. Generally, they agreed that the flight to the suburbs was real, but no one realized how extensive the movement had been. Nevertheless, at a population count of over 800,000 persons, for the purpose of supporting community colleges, that number would theoretically sustain not one, but eight campuses providing educational services in Cleveland City alone.[2]

Size and Growth

The nine largest cities in Cuyahoga County, after Cleveland, are listed in Table XIV with a growth forecast for the fastest growing communities ranked in order shown in Table XV.

This table indicates which are the top-ranking population centers in the county.

TABLE XIV

TEN LARGEST CITIES IN 1965[3]

		Estimated Present Population	Forecast 1975
1.	Cleveland	824,000	787,000
2.	Parma	93,200	114,000
3.	Lakewood	73,000	77,400
4.	Euclid	71,000	79,500
5.	Cleveland Heights	63,000	66,100
6.	Garfield Heights	44,500	56,100
7.	East Cleveland	41,000	45,500
8.	Shaker Heights	38,500	41,200
9.	Maple Heights	35,200	42,000
10.	South Euclid	30,100	32,800

[2] In establishing community colleges, a population of 100,000 is considered a reasonable size. In Ohio, the law governing community colleges stipulates a population of "...not less than 100,000...", Ohio School Law 3354.01 (A) now amended to 75,000.

[3] Population by Communities Cleveland - Northeast Ohio, Cleveland Electric Illuminating Company, October, 1965.

TABLE XV

TEN FASTEST GROWING COMMUNITIES FORECAST (1965-75)
OVER 5,000 POPULATION IN 1965

		% Increase	Est. 1965 Population		Forecast 1975
1.	Broadview Heights	101%	9310	-	18,700
2.	Richmond Heights	89	7920	-	15,000
3.	Solon	89	7880	-	14,900
4.	Strongsville	87	11,500	-	21,500
5.	Brecksville	86	7,650	-	14,200
6.	Middleburg Heights	83	10,500	-	19,200
7.	Olmsted Twp.	81	6,010	-	10,900
8.	Seven Hills	75	9,120	-	16,000
9.	North Olmsted	65	25,000	-	41,300
10.	North Royalton	63	11,200	-	18,300

In projected growth, west side communities head the leaders in percentage increase. Population density, as represented by numbers, in the Ten Largest Cities table, show more east side communities with larger initial population. In Table XV[a] the total population for Cuyahoga County is presented by community in intervals from 1950 to 1965 with projections to 1975.

In Figure 1, the county has been divided into three main areas: Eastern, Western, and Cleveland division. Each area is currently being served by some form of community college program (part-time or full-time). These divisions also form rough demographic units for estimating demand and potential community college enrollment by area. Each area will be considered separately.

Cleveland Division

A full scale Community College campus is currently in operation in downtown Cleveland conducting programs in rented quarters located in four separate buildings. A 22.6 million dollar complex has been planned for the St. Vincent urban renewal area. The forty-acre site is being prepared now for construction of a new campus. At present the downtown facility serves students from all over the county. However, if each area in the county had its own comprehensive community college campus, a different attendance pattern would be likely to develop.

TABLE XV[a]

CUYAHOGA COUNTY POPULATION

Community	Area in Square Miles	U. S. Census April 1950	U. S. Census April 1960	Percent Change 1950-60	Estimated April 1965	Forecast April 1970	Forecast April 1975	Percent Change 1965-75
Bay Village	4.52	6,917	14,489	109%	16,000	17,300	18,200	14%
Beachwood	4.43	1,073	6,089	467	7,800	9,800	11,900	53
Bedford	5.09	9,105	15,223	67	17,300	18,600	21,100	22
Bedford Heights	4.13	2,420	5,275	118	9,200	11,400	14,100	53
Bentleyville	2.60	152	301	98	320	340	380	19
Berea	4.62	12,051	16,592	38	21,200	24,100	28,500	34
Bratenahl	1.03	1,240	1,332	7	1,330	2,700	4,000	201
Brecksville	19.00	2,664	5,435	104	7,650	10,500	14,200	86
Broadview Heights	12.95	2,279	6,209	172	9,310	13,000	18,700	101
Brooklyn	4.20	6,317	10,733	70	13,300	15,800	18,200	37
Brooklyn Heights	1.73	931	1,449	56	1,570	1,740	1,850	18
Brook Park	8.38	2,606	12,856	393	25,200	31,200	39,600	57
Chagrin Falls Twp.	0.55	55	65	18	70	100	150	114
Chagrin Falls	2.17	3,085	3,458	12	4,230	5,300	6,400	51
Cleveland	75.02	914,808	876,050	- 4	824,000[1]	807,000	787,000	- 4
Cleveland Heights	8.02	59,141	61,813	5	63,000	64,600	66,100	5
Cuyahoga Heights	2.93	713	796	12	950	1,000	1,220	28
East Cleveland	3.02	40,047	37,991	- 5	41,000	43,600	45,500	11
Euclid	11.16	41,396	62,998	52	71,000	76,000	79,500	12
Fairview Park	3.53	9,311	14,624	57	17,400	20,500	22,100	27
Garfield Heights	7.00	21,662	38,455	78	44,500	50,100	56,100	26
Gates Mills	8.92	1,056	1,588	50	1,880	2,140	2,500	33
Glenwillow	2.07	257	359	40	455	520	600	32
Highland Heights	5.10	762	2,929	284	4,920	7,100	9,100	85
Hunting Valley (Part)	6.88	430	550	28	595	610	650	9

[1] 1965 Special Cleveland City Census, 810,885

TABLE XV[a] (Continued)

CUYAHOGA COUNTY POPULATION

Community	Area in Square Miles	U. S. Census April 1950	U. S. Census April 1960	Percent Change 1950-60	Estimated April 1965	Forecast April 1970	Forecast April 1975	Percent Change 1965-75
Independence	9.41	3,105	6,868	121%	7,630	8,020	9,800	28%
Lakewood	5.50	68,071	66,154	- 3	73,000	75,300	77,400	6
Linndale	0.07	399	381	- 5	250	220	180	- 28
Lyndhurst	4.60	7,359	16,805	128	18,900	19,900	22,000	16
Maple Heights	5.03	15,586	31,667	103	35,200	38,200	42,000	19
Mayfield Heights	4.20	5,807	13,478	132	18,400	22,900	26,100	42
Mayfield	4.10	805	1,977	146	2,550	3,100	3,600	41
Middleburg Heights	7.92	2,299	7,282	217	10,500	13,800	19,200	83
Moreland Hills	7.12	1,040	2,188	110	2,540	3,680	3,850	52
Newburgh Heights	0.59	3,689	3,512	- 5	3,510	3,260	3,260	- 7
North Olmsted	11.40	6,604	16,290	147	25,000	32,000	41,300	65
North Randall	0.70	178	688	287	1,100	1,280	1,500	36
North Royalton	21.28	3,939	9,290	136	11,200	13,500	18,300	63
Oakwood	3.87	2,727	3,283	20	3,160	3,270	3,570	13
Olmsted Falls	1.58	1,137	2,144	89	2,420	2,630	3,150	30
Olmsted Twp.	11.09	2,562	4,773	86	6,010	8,000	10,900	81
Orange	4.03	897	2,006	124	2,330	2,460	2,700	16
Parkview	1.07	661	2,018	205	3,480	4,950	6,120	76
Parma	19.78	28,897	82,845	187	93,200	101,000	114,000	22
Parma Heights	4.13	3,901	18,100	364	25,400	32,000	40,100	58
Pepper Pike	7.03	874	3,217	268	4,310	6,160	7,370	71
Richmond Heights	4.34	891	5,068	469	7,920	10,800	15,000	89
River Edge Twp.	0.09	125	416	233	650	800	1,100	69
Rocky River	4.48	11,237	18,097	61	22,700	25,300	28,100	24
Seven Hills	4.86	1,350	5,708	323	9,120	12,700	16,000	75

TABLE XV[a] (Continued)

CUYAHOGA COUNTY POPULATION

Community	Area in Square Miles	U.S. Census April 1950	U.S. Census April 1960	U.S. Census Percent Change 1950-60	Estimated April 1965	Forecast April 1970	Forecast April 1975	Forecast Percent Change 1965-75
Shaker Heights	6.34	28,222	36,460	29%	38,500	39,800	41,200	7%
Solon	19.95	2,570	6,333	146	7,880	10,300	14,900	89
South Euclid	4.68	15,432	27,569	79	30,100	31,400	32,800	9
Strongsville	24.37	3,504	8,504	143	11,500	15,000	21,500	87
University Heights	1.92	11,566	16,641	44	17,100	17,500	17,800	4
Valley View	5.53	998	1,221	22	1,470	1,570	1,760	20
Walton Hills	7.08	663	1,776	168	2,300	2,770	3,500	52
Warrensville Heights	4.01	4,126	10,609	157	16,000	18,700	23,200	45
Warrensville Twp.	2.97	1,877	2,261	20	2,680	2,800	3,150	18
Westlake	15.59	4,912	12,906	163	14,400	15,800	20,600	43
West View	2.45	625	1,303	108	1,550	1,660	1,970	27
Woodmere	0.33	419	398	- 5	1,400	2,300	2,900	107
TOTAL CUYAHOGA COUNTY	452.54	1,389,532	1,647,895	19%	1,739,540	1,839,880	1,969,530	13%

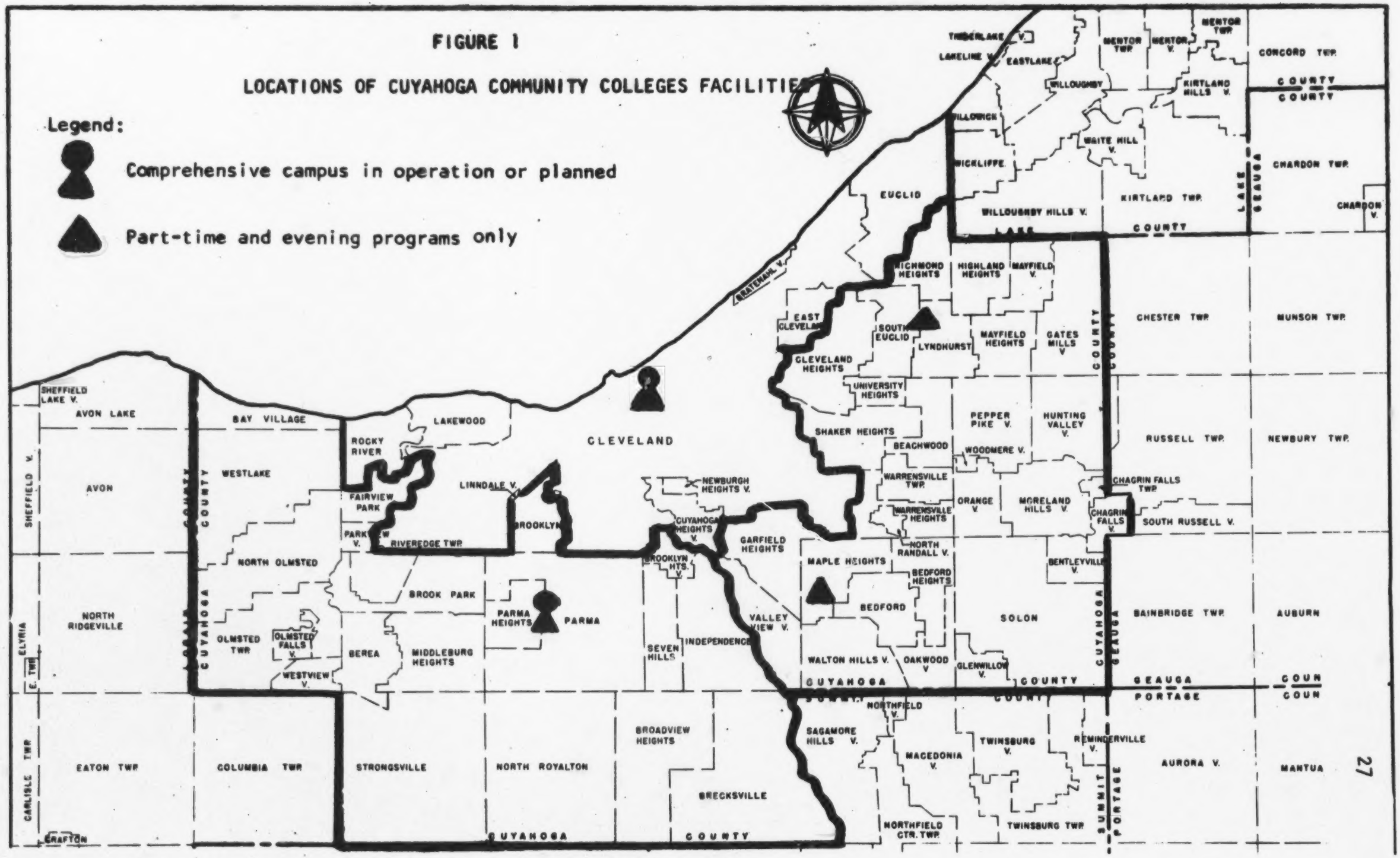
FIGURE 1

LOCATIONS OF CUYAHOGA COMMUNITY COLLEGES FACILITIES

Legend:

Comprehensive campus in operation or planned

Part-time and evening programs only



In Table XVI, the communities which make up the Cleveland Division are listed by area expressed in square miles, estimated current population and growth projected to 1975.

TABLE XVI[4]

CLEVELAND DIVISION, POPULATION AND AREA

Community	Sq. Mi.	1965	1970	1975
Bratenahl	1.03	1,330	2,700	4,000
Cleveland (810,885)*	75.02	824,000	807,000	787,000
Cuyahoga Heights	2.93	950	1,000	1,220
East Cleveland	3.02	41,000	43,000	45,500
Euclid	11.16	71,000	76,000	79,500
Lakewood	5.50	73,000	75,300	77,400
Newburgh Heights	.59	3,510	3,260	3,850
Rocky River	4.48	22,700	25,300	28,100
	103.73	1,037,490	1,033,560	1,026,570

*U. S. Census figure

Eastern Division

On the east side, part-time and evening programs are conducted at two different locations. Brush High School in the South Euclid-Lyndhurst area has been in operation as a Community College center since 1963. The program at East Junior High School in Maple Heights was initiated in 1964.

In addition to utilizing part-time and evening programs, many east-side students attend the College full-time at its downtown Cleveland location. Until a comprehensive community college campus is established at some east-side location, these students will continue to use the Cleveland facility.

In Table XVII, population projections and land area are listed for east-side communities.

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[4]Ibid, Pages 5, 6

TABLE XVII[5]

EASTERN DIVISION, POPULATION AND AREA

	Sq. Mi.	1965	1970	1975
Beachwood	4.43	7,800	9,800	11,900
Bedford	5.09	17,300	18,600	21,100
Bedford Heights	4.13	9,200	11,400	14,100
Bentleyville	2.60	320	340	380
Chagrin Falls	2.17	4,230	5,300	6,400
Chagrin Falls Twp.	0.55	70	100	150
Cleveland Heights	8.02	63,000	64,600	66,100
Garfield Heights	7.00	44,500	50,100	56,100
Gates Mills	8.92	1,880	2,140	2,500
Glenwillow	2.07	445	520	600
Highland Heights	5.10	4,920	7,100	9,100
Hunting Valley (Part)	6.88	595	610	650
Lyndhurst	4.60	18,900	19,900	22,000
Maple Heights	5.03	35,200	38,200	42,000
Mayfield	4.10	2,550	3,100	3,600
Mayfield Heights	4.20	18,400	22,900	26,100
Moreland Hills	7.12	2,540	3,680	3,850
North Randall	.07	1,100	1,280	1,500
Oakwood	3.87	3,160	3,270	3,570
Orange	4.03	2,330	2,460	2,700
Pepper Pike	7.03	4,310	6,160	7,370
Richmond Heights	4.34	7,920	10,800	15,000
Shaker Heights	6.34	38,500	39,800	41,200
Solon	19.95	7,880	10,300	14,900
South Euclid	4.68	30,100	31,400	32,800
University Heights	1.92	17,100	17,500	17,800
Valley View	5.53	1,470	1,570	1,760
Walton Hills	7.08	2,300	2,770	3,500
Warrensville Heights	4.01	16,000	18,700	23,200
Warrensville Township	2.97	2,680	2,800	3,150
Woodmere	.33	1,400	2,300	2,900
	157.18	368,100	409,500	457,980

Western Division

On the west side, the College operates a part-time and evening program in the Valley Forge High School in Parma Heights. Instruction commenced there in 1963.

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[5]Ibid, Pages 5, 6, 7

When temporary facilities are opened in the Fall of 1966 at the new campus on the former site of the Crile Veterans Administration Hospital[6] a large number of students residing in the western and southwestern sector of the county, who ordinarily would travel to the Cleveland Campus will attend this Western Campus.

The plan for the first stage of the Western Campus is to renovate a portion of the existing buildings and raze the rest. In stage two, new construction will commence leading eventually to the completion of a modern, comprehensive community college campus.

In Table XVIII, projected population and area in square miles are listed by community.

TABLE XVIII[7]

WESTERN DIVISION, POPULATION AND AREA

	Sq. Mi.	1965	1970	1975
Bay Village	4.52	16,000	17,300	18,200
Berea	4.62	21,200	24,100	28,500
Brecksville	19.00	7,650	10,500	14,200
Broadview Heights	12.95	9,310	13,000	18,700
Brooklyn City	4.20	13,300	15,800	18,200
Brooklyn Heights	1.73	1,570	1,740	1,850
Brookpark	8.38	25,200	31,200	39,600
Fairview Park	3.53	17,400	20,500	22,100
Linndale	.07	250	220	180
Independence	9.41	7,630	8,020	9,800
Middleburg Heights	7.92	10,500	13,800	19,200
North Olmsted	11.40	25,000	32,000	41,300
North Royalton	21.28	11,300	13,500	18,300
Olmsted Falls	1.58	2,420	2,630	3,150
Olmsted Township	11.09	6,010	8,000	10,900
Parkview	1.07	3,480	4,950	2,700
Parma	19.78	93,200	101,000	114,000
Parma Heights	4.13	25,400	32,000	40,100
RiverEdge Township	.09	650	800	1,100
Seven Hills	4.86	9,120	12,700	16,000
Strongsville	24.37	11,500	15,000	21,500
Westlake	15.59	14,400	15,800	20,600
Westview	2.45	1,550	1,660	1,970
	194.02	334,040	396,220	482,150

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[6] Crile Veterans Administration Hospital Site, York Road and Pleasant Valley Road, Parma Heights, Ohio.

[7] Population by Communities Cleveland, Northeast Ohio, CEI, October, 1965

Summary

The population of Greater Cleveland appears to be pushing outward from the heart of Cleveland City, in a large, ever-widening circle. The perimeter of the circle extends to the county boundaries. City population continues to decline and suburban population continues to increase.

Gross population, the undifferentiated head count, has special implications for a community college which are of lesser importance to other collegiate institutions. The age group 18 to 21 is the target for those institutions. Cuyahoga Community College serves this group too; however, beyond age 21, from young adulthood to old age, the College offers a variety of educational experiences for a number of distinct age and interest groups.

The locale and its people determine the type of community institution that will be created to serve the area. The College feels it has an obligation to reflect the local character and be responsive to it. This is one reason why public two-year colleges are called community, or community junior colleges, rather than simply junior colleges. The people in a community college region are the basis for its being. Therefore, in surveying a region, the first step to be taken is to locate population and trends in population shifts and then determine the region's educational and cultural needs.

By dividing the county population into three general divisions (Cleveland, Eastern and Western) we are in a better position to consider each area as separate entities which together make up the whole of Cuyahoga County.

CHAPTER III

THE ENROLLMENT POTENTIAL

School Age Population

Table XVIX shows total county enrollment for grades kindergarten through high school. By the application of estimated attrition percentages, the estimated number of high school graduates can be projected. From this overall count of elementary and high school students enrolled in county schools, the number of high school graduates can be estimated for the years to come. These upcoming high school graduates are an important source of students for Cuyahoga Community College, but not the only source.

Normally the 18 to 21 year old age group represents the bulk of college enrollment. But the attendance pattern at a community college differs from the conventional four year college.

Table XX shows enrollment of new students at the College for Fall 1965, by age and by program. The age groups exhibit considerable spread with a concentration of the over 21 group heaviest in evening programs. The majority of the under 20 group enrolled in the daytime are full-time students (carrying twelve credit hours or more). While the under 20 age group outnumbers the over 21 group (3072 to 2205) the figures indicate that Community College serves at least two distinctive age groups, under 21 and over 21.

Notice the large number in the 21 - 25 category (765). While there is no definite evidence, this age group usually represents a large proportion of individuals who have returned to school for a "second chance". They failed to enter college directly from high school. Some have served in the military. Some have been employed and now seek to improve their occupational status by further study.

TABLE XVIX

PUPIL ENROLLMENT BY GRADES IN SELECTED SCHOOL DISTRICTS, K-12
AS OF OCTOBER, 1964

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Students
Bay Village	415	248	255	288	261	261	272	277	253	257	250	252	261	3550
Beachwood	164	151	164	170	180	177	158	198	162	153	175	132	109	2093
Bedford	628	576	477	478	471	475	411	501	485	462	556	482	444	6046
Berea	1733	1400	1325	1201	1076	998	939	913	825	831	917	766	720	[illegible]
Bratenahl	20	11	8	9	16	7	21	16	15					123
Brecksville	295	238	274	287	321	289	283	304	264	293	314	265	239	3066
Brooklyn	208	144	149	163	153	147	161	160	166	211	207	191	188	2248
Catholic Board (Cuyahoga Co.)	2272	10463	10580	10329	10144	10043	9344	9298	8987	5902	5513	5098	4986	102959
Chagrin Falls	178	177	162	185	169	187	163	186	181	153	147	147	117	2152
Cleveland	14811	15731	14384	13109	10741	9563	8541	10299	9834	9907	10274	8079	6346	141619
Cleveland Hts.	1150	884	933	977	927	900	1005	1011	1018	1037	1152	1212	1053	13259
Cuyahoga Hts.	69	81	73	82	73	68	80	71	86	82	79	71	84	999
East Cleveland	609	498	509	500	492	482	439	461	450	456	482	449	481	6308
Euclid	1188	787	789	780	720	754	771	804	795	919	928	1003	960	11198
Fairview Park	395	248	243	231	243	221	260	257	246	246	267	251	264	3372
Garfield Heights	768	528	497	474	461	468	443	502	471	523	559	547	514	6755
Independence	119	78	73	83	82	84	84	114	86	127	125	154	125	1334
Lakewood	1074	688	651	609	604	653	620	667	624	688	849	771	722	9220
Lutheran Schools	236	263	255	270	234	256	232	229	246	165	174	163	163	2886
Maple Heights	731	440	515	532	483	527	471	521	485	566	557	547	565	6940
Mayfield	611	435	399	380	327	367	387	393	357	392	411	390	371	5220
North Olmsted	584	449	443	369	334	314	327	328	307	390	357	319	299	4820
North Royalton	294	224	215	230	246	227	223	219	249	248	261	233	207	3076
Olmsted Falls	255	211	212	179	197	189	170	164	170	198	171	164	147	2427
Orange	169	148	173	185	211	179	187	207	208	227	213	191	229	2527
Parma	2298	1812	1710	1693	1613	1681	1589	1720	1640	1944	2117	1888	1759	23464
Richmond Heights	127	74	77	63	86	60	83	80	78	79	95	93	93	1088
Rocky River	372	278	261	278	277	280	291	314	277	327	335	285	333	3908
Shaker Heights	552	500	548	554	614	639	570	601	609	649	650	639	615	7740
Solon	143	127	110	129	122	125	139	151	139	160	150	169	166	1830
S. Euclid-Lyndhurst	831	597	586	608	619	667	666	713	649	658	713	747	708	8762
Strongsville	292	254	225	215	202	206	214	217	198	212	237	207	151	2830
Warrensville Hts.	320	240	216	188	177	194	167	200	173	184	213	179	185	2636
Westlake	316	236	222	197	237	225	204	230	206	227	222	180	190	2892
TOTAL	34227	39219	37713	36025	33113	31913	29915	32326	30939	28873	29670	26264	23794	413991

Source: Educational Research Council of Greater Cleveland

TABLE XX

DISTRIBUTION OF NEW STUDENT ENROLLMENT BY AGE AND PROGRAM - FALL 1965[1]

Age	Day Only	Evening Only	Day & Evening Combination	All Programs
17	319	87	100	506
18	964	423	243	1630
19	255	264	103	622
20	117	143	54	314
TOTAL	1655	917	500	3072
21-25	133	765	35	933
26-30	41	379	3	423
31-35	19	222	2	243
36-40	22	171	1	194
41-45	5	170	3	178
46-50	15	94	1	110
51-65	14	87	4	105
Over 65	16	2	1	19
TOTAL	1920	2807	550	5277
No Response	25	18	4	47

SUMMARY

	20 and Under		21 and Over	
	Number	Percent	Number	Percent
Day	1655	86%	265	14%
Evening	917	33%	1890	67%
Combination	500	91%	50	9%
All Programs	3072	58%	2205	42%

[1]Enrollment Statistics, Fall 1965, Cuyahoga Community College.

This group normally fails to show up when using the regular method of projecting enrollment, considering only 18 to 21 year olds. The same may be said of the higher age groups. Therefore, for purposes of making projections we have employed three sources of enrollment:

1. The school age population, kindergarten through high school, county-wide.
2. The high school population separately.
3. The total population on a regional basis.

High School Dropouts

The attrition, or dropout rate, is usually heaviest between the ninth and twelfth grades. In this interval, high school youngsters generally reach the age of sixteen and are legally eligible to leave school. Those who leave become voluntarily disadvantaged. Ordinarily they leave school to seek employment. What are their prospects? Bleak, according to the data in Figure II.

The trend in employment and training for employment is stratifying job opportunity to favor an upper 68 per cent of the labor force. At the lowest end of the job spectrum, there will be employment in the order of 6 per cent for those with only grade school education. High school or vocational school will equip another 26 per cent. From that point on, the balance of employment opportunity favors the high school graduate who is trained in post high school institutions, either in two-year or four-year programs and beyond.[2]

When youngsters drop out of high school their chances for employment drop from 94 out of 100 (26 + 50 + 18) to 6 out of 100. Poor odds for such high stakes.

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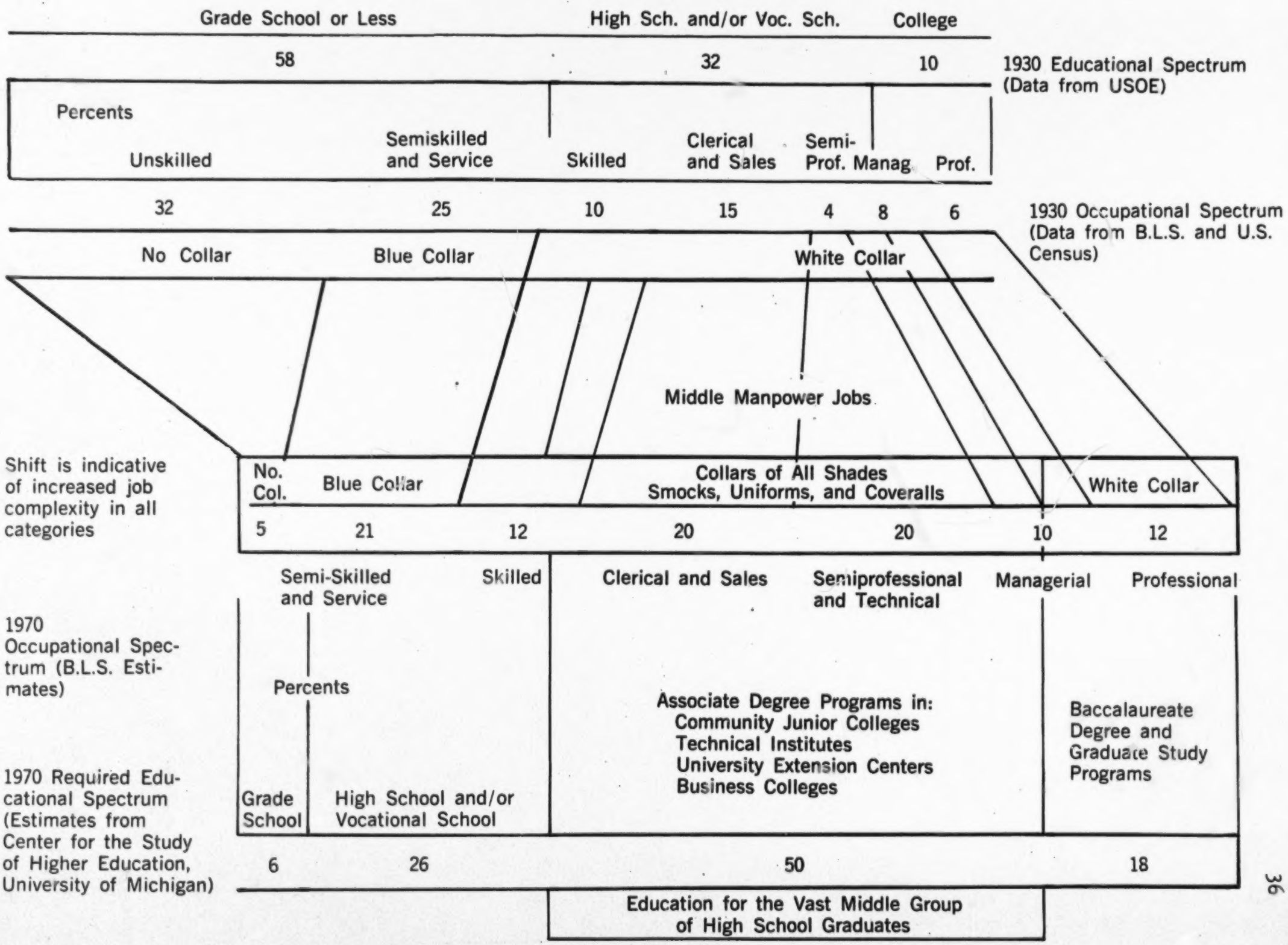
[2]Harris, Norman C., Technical Education in the Junior College, New Programs for New Jobs, American Association of Junior Colleges, Washington D.C., 1964, p. 27.

FIGURE II[2]

OCCUPATIONAL TRENDS AND EDUCATIONAL REQUIREMENTS
(U.S. Labor Force—1930 and 1970)



The argument for continuing education need not be repeated here, but its implications for occupational success are clear.

Cleveland City High Schools have graduated a smaller percentage of their students than the more education conscious county suburbs. But the trend in the city is definitely upward. In 1956 only 55.66 per cent of all ninth grade students persevered until graduation. By 1964, the percentage had increased to almost 62 percent. In 1961, 34.9 per cent of the graduating class reported they planned to attend college. By 1964 this percentage had risen to 36.7 percent.[3] Intent to attend and actual attendance at a college may differ but as opportunity for low cost, easily accessible, post high school education increases, attendance surely will increase.

Other Urban Community Colleges

If the experience in Cuyahoga County approximates that of established urban community colleges elsewhere in the nation, the College can expect entering freshman day students of 5,000 to 10,000 and greater. This figure does not include students electing to enroll at Cleveland State University or local private colleges or in colleges outside of the county.[4]

The experience of other urban community colleges is helpful in attempting a determination of enrollment potential in our own county. In St. Louis; Missouri:

> The Shils Report noted that of the 12,000 plus seniors in the high schools of St. Louis City- St. Louis County, 55 percent desired some form of post high school education. Where comprehensive Junior Colleges are available and understood, it is not at all uncommon for forty percent of the high school graduates to enroll in either the academic or technical programs of the Junior College - in addition to those students who enroll directly in four-year colleges.

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[3]Child Accounting Department, Cleveland Board of Education, Cleveland, Ohio,

[4]Based on the number of students expected to graduate from county high schools. (See enrollment chart, Table XXXI, p. 61.)

This causes the total percentage of students who enroll in some type of college work to far exceed the present percentage approximation of thirty percent, in the St. Louis area, it is most evident that when adequate college facilities become available, there will be a tremendous influx of high school graduates -- and of older students who did not formerly have the opportunity to attend college.

The variables involved make any sensible projected junior college enrollment figure almost impossible.[5]

In Oakland, California:

I would estimate that about 50% of our students would not have gone to any college if we did not exist.

We expect to have a fairly high increase in high school graduates, with an approximate 15-18% increase annually in our total enrollment.[6]

In Miami, Florida:

...some basis for an estimate is provided by the annual survey of local public high school graduates which reveals that the percentage of these proposing to attend college has risen by 16 percent from 1959 through 1965. Of those proposing to attend college, the percentage selecting Miami-Dade Junior College has risen from 14.6 percent in 1960 to 54 percent in 1965. Annual follow-up surveys from the public school system indicate that the percentage of graduates enrolling here is actually higher than that indicated by proposed plans. This is due in part to the fact that only those planning a college parallel program are tabulated for Miami-Dade Junior College, and those planning a technical, vocational, or semi-professional program are tabulated under another heading. Also, a fair percentage of our first-time-in-college students enter one or more years after high school graduation and thus would not be included in the surveys which, for any year, include only those graduating that year. In summary, it would appear that the 16 percent increase in local high school graduates proposing to attend college is due to the opportunity offered by the junior college, and this is a very conservative estimate of the percentage of junior college students who would not have attended college if the junior college had not existed.[7]

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[5]The Junior College District of St. Louis - St. Louis County, Missouri, Master Plan for the Development of Facilities and Services: 1963-1973, p. 9.

[6]Wynne, Robert L., Dean, Student Personnel Services, Laney College, Oakland, California; Communication dated October 25, 1965.

[7]Wenzel, Gustave G., Director of Institutional Research, Miami-Dade Junior College, Miami, Florida; Communication dated November 5, 1965.

The sharp rise in Community College enrollments since the College was founded in 1963, is a dramatic index of demand for the years ahead. All institutions of higher education in Cuyahoga County will be affected by new patterns of college attendance. Every institution has made some kind of plan to accommodate the influx. The nature of these plans and a determination of their effectiveness, on the basis of numbers alone, has been organized in a report prepared for Cleveland State University. A professional consultant, Elmendorf & Co., presented their findings in April, 1965.

Projected Enrollment from Cuyahoga County

The report utilizes the ratio of college enrollment to college age population established by the Ohio Board of Regents in the Provisional Master Plan for Higher Education in Ohio.

TABLE XXI

PROJECTED ENROLLMENT OF COLLEGE AGE RESIDENTS OF CUYAHOGA COUNTY IN COLLEGES OUTSIDE AND WITHIN CUYAHOGA COUNTY

Year	Cuyahoga County Population 18 - 21	Estimated Enrollment Percentage	Projected Enrollment, from Cuyahoga County
1965	110,608	44.21	48,900
1966	117,339	45.86	53,812
1967	123,978	47.51	58,902
1968	130,572	49.16	64,189
1969	129,190	50.81	65,641
1970	130,658	52.46	68,543
1971	133,334	54.11	72,147
1972	136,625	55.76	76,182
1973	140,026	57.41	80,389
1974	142,531	59.06	84,179
1975	144,778	60.71	87,895
1976	146,414	62.36	91,304
1977	147,138	64.01	94,183
1978	147,694	65.66	96,976
1979	148,649	67.31	100,056
1980	148,496	68.96	102,403

[8]Cleveland State University Projected Demand for Higher Education in the Greater Cleveland Area, Elmendorf & Co., Inc., April 8, 1965, Exhibit 1,pp.1-2.

The fourth column in Table XXI is the county enrollment barometer. The 1960 census reported 20,200 county residents enrolled in institutions of higher education both within and outside Cuyahoga County. Extracting figures from the projection by five year intervals:

1960.....20,200
1965.....48,900
1970.....68,543
1975.....87,895
1980.....102,403

In the twenty years between 1960 and 1980, enrollment is expected to increase by 500 percent. Between 1960 and 1964 enrollment increased an estimated 100 percent to 40,000.

Existing Facilities and Planned Expansion

In Table XXII past and future enrollment capacity is listed for the major private institutions in Cuyahoga County.

TABLE XXII[9]

	Full-Time Enrollments - September			Planned Accommodations		
	1956	1960	1964	1965	1975	1980
Western Reserve	3,184	3,423	3,900	4,850	5,600	--
Baldwin Wallace	1,227	1,537	1,926	2,300	3,000	--
John Carroll	1,845	2,110	2,656	3,050	4,050	--
Case	1,601	1,694	2,276	2,450	2,450	--
Fenn	1,269	1,580	1,766	--	--	--
Other Catholic Colleges	N.A.	1,275	1,454	1,498	2,013	--
	N.A.	11,649	13,978	14,148	17,113	20,000

Because there are no figures available beyond 1975, the trend from 1965 to 1975 was extended and the 1980 enrollments were estimated at 20,000.[10]

[9] Ibid., p.6.
[10] Ibid., p.6.

In Exhibit 3 of the Elmendorf Report, projected enrollment to projected capacity is combined as follows:

TABLE XXIII[11, 12]

PROJECTED COLLEGE ENROLLMENTS
OF CUYAHOGA COUNTY STUDENTS
1970 - 1980

	1970	1975	1980
College-Age Population	130,650	144,800	148,500
Ratio of Enrollments to College-Age Population	52.5	60.7	69.0
Total Enrollments	68,500	87,900	102,400
In Private Colleges (excluding Fenn) Full-time	8,800	9,600	11,200
In Private Colleges (excluding Fenn) Part-time	7,780	8,400	9,750
Enrolled Outside Cuyahoga County	13,500	13,500	13,500
Planned Enrollment in Cuyahoga Community College 1970	15,000		
To be Enrolled at Cleveland State University	23,420		
To be Enrolled at Cleveland State University or Cuyahoga Community College beyond 1970		41,400	52,950

Conclusions

On the basis of the collected data, the report concludes:

The demand for higher education will increase sharply by 1980 as a result of an increase in both the size of the college-age population and the proportion of persons of all ages desiring instruction at the college level.

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[11] Ibid, Exhibit 3

[12] Although not included in the report, some assistance in accommodating students is certain to come from other local institutions, i.e., Dyke College, Ursuline, College for Women, St. John College and miscellaneous post high school institutions. The capacity of these institutions is limited, however, in contrast to the demand.

The total population of Cuyahoga County will increase from approximately 1.7 million to 2.2 million, or by approximately 22% by 1980. During the same period, the college-age population will increase from 111 thousand to 149 thousand, or by almost 35%.

The number of persons desiring education at the college level in Cuyahoga County is expected to increase from the equivalent of 43% of the college-age population to the equivalent of 70% of the college-age population by 1980.

As a result of these two trends, the total number of persons desiring higher education on either a full-time or part-time basis is expected to increase from the present level of more than 40 thousand to more than 100 thousand by 1980.

Private college enrollments may nearly double, and present plans call for a substantial increase in the size of the Community College. However, on the basis of available information, by 1975, there will be more than 40 thousand, and by 1980, more than 50 thousand full- and part-time students for whom there are no accommodations presently planned and whose needs would be met through Cleveland State University and a further expansion of the Community College.[13]*

The mandate to public higher education in Cuyahoga County is clear.

According to the Elmendorf Report, by 1970 Cleveland State University and Cuyahoga Community College are expected to provide places for 38,420 college age students (15,000 + 23,420), and an additional 14,530 by 1980. These numbers do not fully account for the large group of part time adults in the over 21 age group who desire opportunity for some form of higher education. When older students are included the total demand should exceed all previous projections.

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[13] Ibid., Summary

*Editorial emphasis

CHAPTER IV

PLANNING THE FUTURE

Wholesale planning for higher education in Ohio is a relatively recent phenomenon. This is specially true for the public collegiate institutions. But recent or not, public higher education in the state is busy predicting and projecting. In this endeavor it has the assistance, encouragement and active participation of the Ohio Board of Regents.

The Provisional Master Plan

The Provisional Master Plan for Public Higher Education in Ohio is an omnibus study of the condition of higher education with recommendations for, "...considering the needs of the people, the needs of the state, and the role of individual public and private institutions within the state in fulfilling those needs."[1]

Behind every assumption and prescription for managing and expanding Ohio's educational enterprise, lie the indicators of educational size and demand which continue to astound observers and participants alike.

In Table XXIV, Projected College and University Enrollment State of Ohio, the rate of enrollment increase is projected through the year 1980. By that year, fifteen years from now, college enrollment in Ohio is expected to increase by over one-quarter-of-a-million students, from 264,603 in 1965 to 650,000 in 1980.

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[1] Briley, John Marshall, Foreword to Provisional Master Plan for Public Higher Education in Ohio, (Columbus, Ohio), April, 1965

TABLE XXIV[2]

PROJECTED COLLEGE AND UNIVERSITY ENROLLMENT

STATE OF OHIO

Year	College Age Population	Estimated Enrollment Population Percentage	Projected Enrollment
1964	568,251	42.56	241,835 (actual)
1965	601,400	44.21	265,879 (264,603)
1966	654,771	45.86	300,278
1967	709,337	47.51	337,006
1968	758,154	49.16	372,709
1969	771,846	50.81	392,175
1970	779,109	52.46	408,721
1971	800,478	54.11	433,139
1972	826,391	55.76	460,796
1973	860,551	57.41	494,042
1974	885,272	59.06	522,842
1975	914,944	60.71	555,463
1976	942,835	62.36	587,952
1977	954,179	64.01	610,770
1978	961,150	65.66	631,091
1979	954,522	67.31	642,489
1980	939,629	68.96	647,968

The Regents have made specific recommendations for meeting enrollment demands which affect the development of public education in Cuyahoga County. Some of these are:

> Publicly sponsored colleges and universities in Ohio should be enabled to expand their enrollments to the extent necessary to meet the enrollment objectives set forth above, less the enrollment accommodated by private colleges and universities. This would mean a public enrollment of 265,000 students in 1970, 395,000 students in 1975 and 470,000 in 1980.
>
> In general, enrollment growth should be encouraged through expansion of facilities in urban areas in order that students may attend on a commuting basis.
>
> The establishment of Cleveland State University and the expansion of Cuyahoga Community College should be undertaken in order to provide educational opportunity in Cuyahoga County.
>
> Priority should be given to the development of permanent facilities for community colleges, technical institutes, and university branches in counties or groups of counties where the population is 100,000 persons or more.

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[2]Ibid., p. 25.

> The determination whether two-year programs should be operated through community colleges, technical institutes, or university branches should be made in consultation with various interested groups in accordance with local needs. More than one type of two-year institution may be established to serve the needs of an area.
>
> The eventual objective in Ohio should be to provide at least a two-year program in higher education within reasonable commuting distance of all the population.[3]

In view of the Provisional Master Plan conclusions and the experience of the Community College in Cuyahoga County since its inception in 1963, now is the time to make another consideration of the role of Cuyahoga Community College and the potential for serving increased numbers of county residents.

Meeting the Need

Earlier documents produced by the College explained the need for such an institution and the manner in which the College proposed to meet the need.[4,5,6,7] This report is a continuation and a projection of some important aspects of those prior reports based on the experience of the College to date. It will emphasize sources of enrollment potential in Cuyahoga County in light of the special abilities of the Community College to link secondary education, represented by the high school, to higher division and graduate education, represented by the traditional college and university; to provide skill training

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[3] Ibid., pp. 3,4.

[4] Board of Trustees of Cuyahoga Community College District, Official Plan for Cuyahoga Community College, the Board (Cleveland) November 28, 1962.

[5] Board of Trustees of Cuyahoga Community College District, Education for Opportunity, the Board (Cleveland) October 1962.

[6] Board of Trustees of Cuyahoga Community College, Statement of Capital Needs for Cuyahoga Community College Building Program, General Plan, and Request for Funds, the Board (Cleveland) January 1964.

[7] Chapman, Dr. Charles E., The Establishment and Role of Cuyahoga Community College (Cleveland) January 21, 1964.

for students in occupational programs designed to supply local commercial and service organizations with the trained manpower they require for today's technology; to provide adults of all ages the part-time and full-time opportunity to benefit from organized educational activity; and to provide a forum for cultural events which enrich the life of the local community.

Enrollment Potential by Groups

In this section the prospects for future enrollment and plans for expansion of existing facilities to accommodate larger numbers of students will be discussed.

The prospects for community college enrollments in Cuyahoga County prompted the Board of Trustees and the administration to make an early decision on future expansion. The geographic and demographic characteristics of the county favor a multiple campus district.

> Consistent with the recommendations of the President's Commission on Higher Education and those of community-junior college authorities, the College should construct facilities to accommodate students within easy access of their residences. By 1970 it is reasonable to assume that no less than three community college campuses would be functioning in Cuyahoga County. This is consistent with developments taking place in many parts of the country and with the needs of our county. These campuses would be located as follows and each would have an optimum enrollment of between 3500 - 4000 day students; typically a community college enrolls up to twice as many part-time students as it does day students.
>
> A downtown campus, centrally-located in the county which would include technical-business offerings, as well as university parallel.
>
> An east campus, conveniently located for commuters who reside in the east, northeast, and southeast sections of the county. Arts and sciences offerings may outnumber the technical curriculums.
>
> A southwest or west campus, conveniently located for students who reside in the west and southwest areas of the county. The program of arts and sciences and technical-business may be equally distributed.[8]

---

[8] Report to the Ohio Board of Regents by Cuyahoga Community College, (Cleveland, Ohio) April 1, 1964, p. 2, exhibit 2.

A recent survey of multicampus community college districts indicated the following principal reasons for their establishment:[9]

1. To compensate for district geographical size which prohibited one campus from servicing the district adequately
2. To equalize educational opportunities through effective accessibility of the college to the residents of the district
3. To meet the differing educational needs of the various communities located within the district
4. To accommodate applicants after the district's only campus had reached its maximum capacity
5. To keep each campus to a reasonable and functional size

In addition to the multicampus districts already noted (Boston, Chicago, Detroit and St. Louis) the following districts are presently organized on a multicampus plan: Contra Costa, Foothill, Fresno, Los Angeles, Long Beach, Oakland, and Sacramento, California; Corpus Christi, Texas; Phoenix, Arizona; Miami and St. Petersburg, Florida.

The Western Campus

In the fall of 1966 a comprehensive community college campus will be established on the 100 acre site of the former Crile Veteran's Administration Hospital. This site is being assigned to the College District. A complete program is planned to replace the limited range of part time and evening courses currently offered by the College at the Valley Forge High School in Parma Heights. The curriculum will consist of a college parallel transfer program, technical-occupational programs, special credit and non-credit community service courses, and the provisions for making the Western Campus a cultural center.

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[9] Jensen, Arthur M., "Urban Community Colleges Go Multicampus", Junior College Journal, Vol. 36, No. 3, November 1965, p. 8

A Cultural Center

Historically, the east side of Cleveland has been the cultural repository of the city. Outside of Baldwin Wallace and the Cleveland State University branch in Lakewood (formerly the Ohio State University branch), all institutions of higher education are located on the east side with a heavy concentration of music and art in the University Circle sector. The Cleveland Play House and Karamu Theater are east side institutions and travelling companies of performing actors, dancers, and musicians appear mostly in east side halls and auditoriums. Numerous other cultural activities call the east side "home."

This condition is an accident of history, which has operated to the disadvantage of a large, interested portion of the county population.

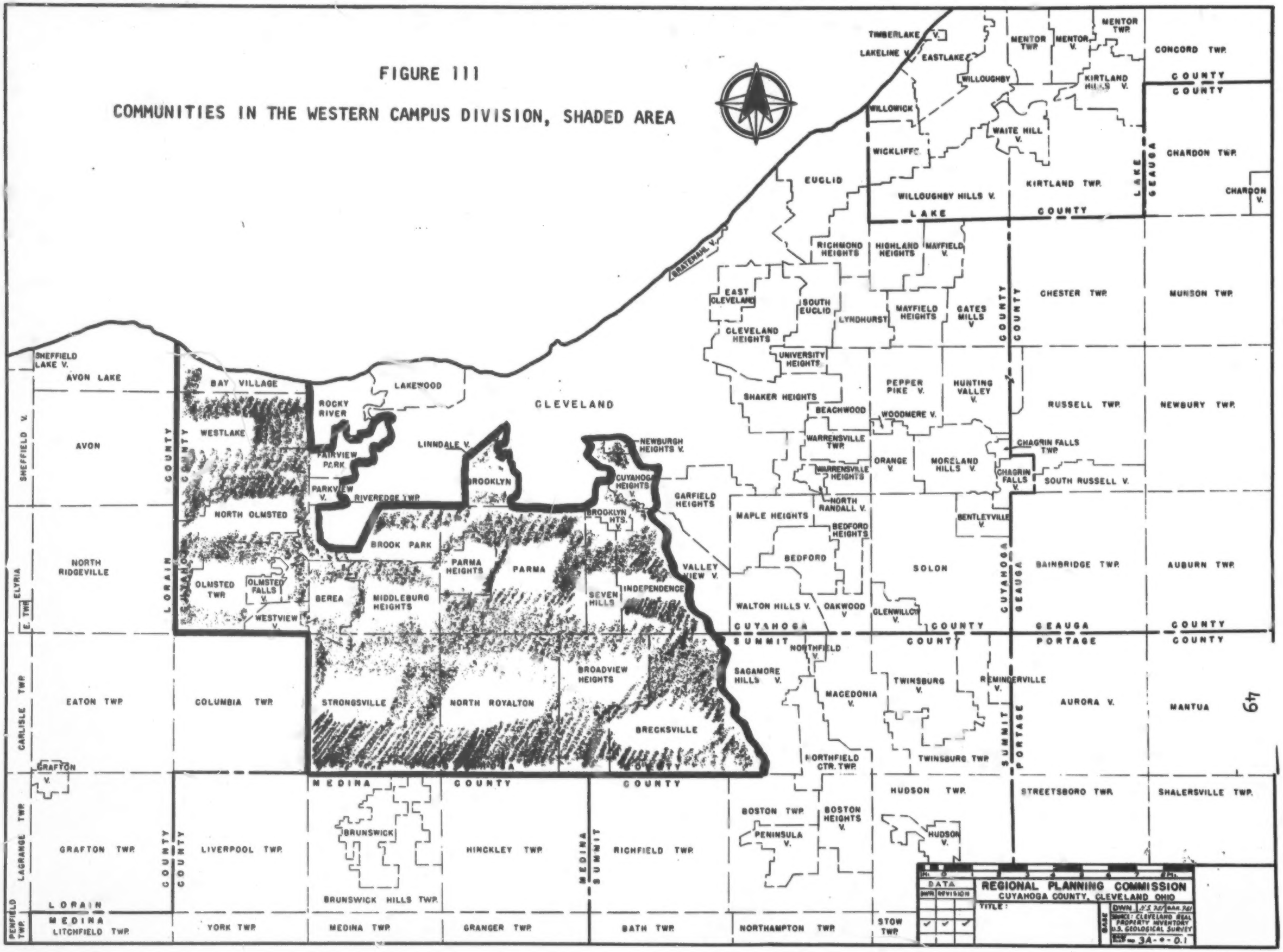
The intention of the Community College at the new campus is to become a center for the visual and performing arts. The convenience of the location should make it a much used facility for the residents of west side communities.

Sources of Enrollment

Figure III shows the west side communities expected to be served by the Western Campus. Rocky River and Lakewood have been omitted from this service area on grounds that public transportation to the Cleveland Campus is more convenient. Depending on student preferences in transportation (public or private), these two communities will or will not contribute to the day and evening enrollment at the Western Campus. Undoubtedly, a portion of the student population will drive privately owned vehicles. Others may find the courses they require at the Cleveland State University branch in Lakewood. The pattern of attendance remains to be seen.

FIGURE 111

COMMUNITIES IN THE WESTERN CAMPUS DIVISION, SHADED AREA



In Table XXV current school enrollment for grades 8 through 12 is listed according to public school district, parochial school enrollment and a portion of the Cleveland city school system.

TABLE XXV

SOURCES OF ENROLLMENT WESTERN CAMPUS

Grade Enter College	12 1966	11 1967	10 1968	9 1969	8 1970
Bay Village	252	250	257	253	277
Berea	766	917	831	825	913
Brecksville	265	314	293	264	304
Brooklyn	191	207	211	166	160
Fairview Park	251	267	246	246	257
Independence	154	125	127	86	114
North Olmsted	319	357	390	307	328
North Royalton	233	261	248	249	219
Olmsted Falls	164	171	198	170	164
Parma	1888	2117	1944	1640	1720
Strongsville	207	237	212	198	217
Westlake	180	222	227	206	230
Cleveland City-West Side	475	485	540	500	540
Catholic*	2039	2205	2360	3594	3719
TOTAL ENROLLMENT	7384	8135	8084	8704	9162
Estimated Number of High School Graduates**	7015	7729	7680	7354	7788
Estimated Percentage Enrolling in Post High School Education	65%	66%	67%	68%	69%
TOTAL NUMBER	4559	5101	5145	5000	5373

*Approximately two-fifths total Cuyahoga County Catholic enrollment.
**Attrition estimated at 5 percent annually in grades 10 through 12, 15 percent for grades 8 and 9.

Adjusting for attrition, and for the rate of college attendance of these high school graduates, the total estimated college-bound population from these communities can be calculated. The last line in the table shows the number of students likely to enroll for post high school study through 1970.

From these post-high-school students, the College expects to enroll anywhere from 13.5 percent to 27 percent (low 13.5 percent, medium 20 percent, high 27 percent) as new, full-time day students. In addition, new part-time students in the ratio of 3:2 (part-time to full-time) will be drawn from new graduates and the pool of old high school graduates who decide to continue their education.

Old or retained full-time and part-time students now attending the Cleveland Campus will account for another source of opening enrollment. Retention of old students at the College is currently estimated at 60 percent from year to year.

A third category of enrollment is the transfer-in student who comes to the Cuyahoga Community College from a four year institution. Finally, in the category of "other", out-of-county and miscellaneous enrollments are accounted for. (For a fuller description of the basis for predictions, see Appendix).

Table XXVI following, shows predicted enrollments through 1970 by classification of student, defined as follows:

Full time day student - enrolled for an average of 12 credit hours-day program

Part time student - enrolled for an average of 4.5 hours

Full time day equivalent - total day credit hours divided by 15

Full time equivalent - total day and evening credit hours divided by 15

2

TABLE XXVI

WESTERN CAMPUS

PREDICTED ENROLLMENT

	1966-1967			1967-1968			1968-1969			1969-1970			1970-1971		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
New															
Full-Time Day	615	911	1230	688	1020	1377	694	1029	1389	675	1000	1350	725	1074	1450
Part-Time	922	1366	1825	1032	1530	2065	1041	1543	2083	1012	1500	2025	1087	1611	2175
Retained															
Full-Time Day	940	940	940	933	1110	1302	1261	1567	1896	1440	1817	2223	1554	1975	2428
Part-Time	860	860	860	1069	1335	1611	1260	1719	2205	1357	1923	2527	1421	2053	2731
Transfers	341	341	341	382	382	382	371	371	371	375	375	375	402	402	402
Other	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
TOT DAY FTE[1]	1723	1979	2255	1816	2256	2730	2095	2649	3244	2237	2843	3497	2315	3067	3784
TOT FTE	2130	2500	2893	2312	2948	3632	2598	3284	4227	2782	3659	4603	2976	3939	4975
TOT ENROLMT	3778	4518	5296	4174	5477	6837	4664	6234	7917	4959	6715	8600	5289	7215	9286

[1]FTE=Full-Time Equivalent

Cleveland Campus

The Cleveland Campus will continue to serve the balance of the county, excluding the west side area served by the new Western Campus. Facilities and staff of the Cleveland Campus will also be augmented by the part-time programs conducted in high schools in Maple Heights and in the Lyndhurst-South Euclid sector of the east side.

For the purpose of these enrollment predictions, the school population will be treated separately, dividing the county area currently served by the Cleveland Campus into two sectors, Cleveland and Eastern.

Figure IV shows the area that the Cleveland Campus would serve most likely if other comprehensive community college facilities were available on the east side.

In Table XXVII current school enrollment for grades 8 through 12 is listed according to public school district, parochial school enrollment, and a proportion of Cleveland city public school population.

The total shown on the bottom line is the number of high school graduates expected to enroll for post high school education. Differing attrition rates and rate of college attendance by graduates for Cleveland city and other area schools have been applied to produce the final estimates.

In Table XXVIII predicted enrollment for the Cleveland Campus is shown exclusive of the large east side area now served by this campus.

FIGURE IV

COMMUNITIES IN THE CLEVELAND DIVISION, SHADED AREA

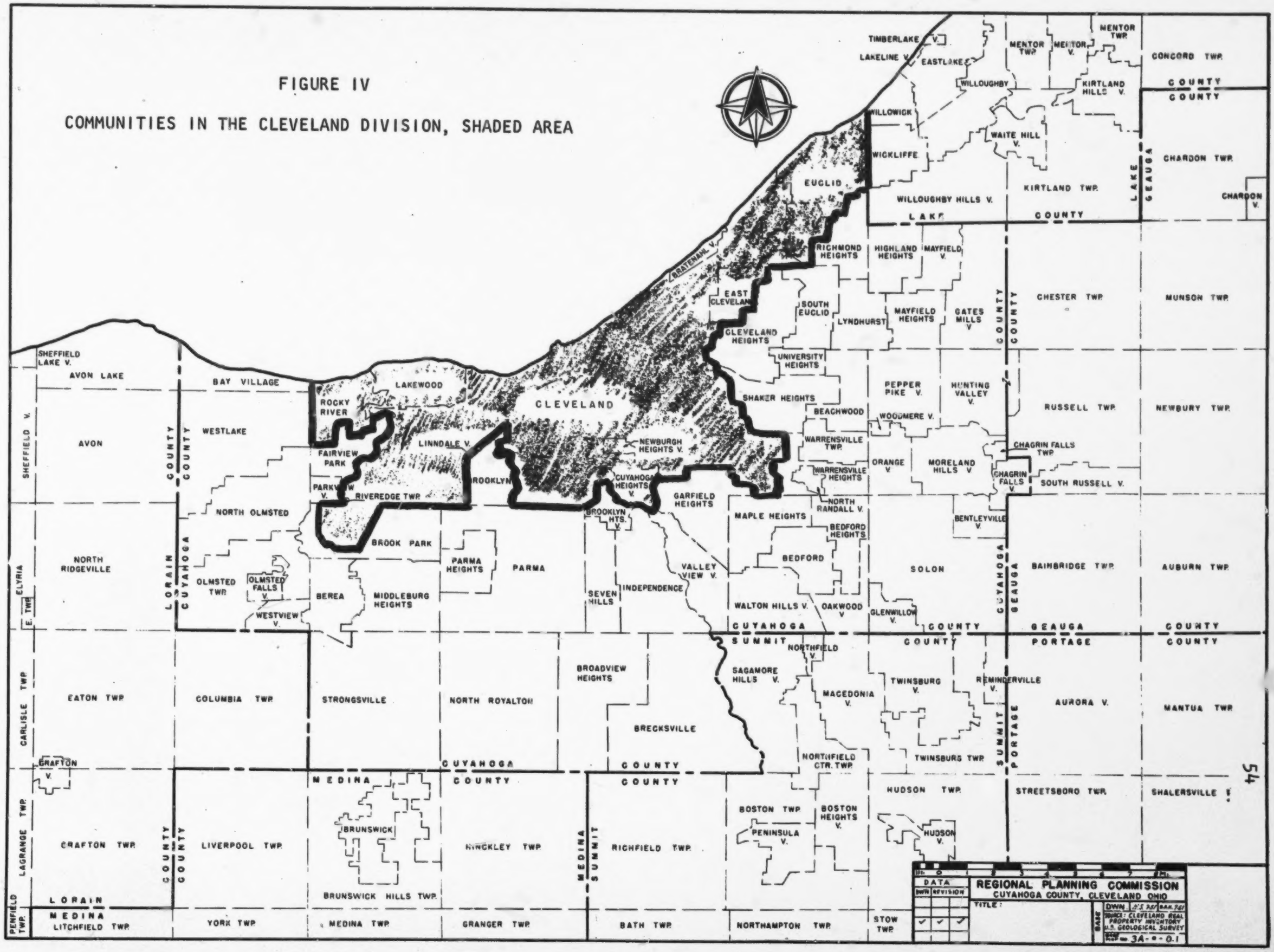


TABLE XXVII

SOURCES OF ENROLLMENT CLEVELAND CAMPUS

Grade Enter College	12 1966	11 1967	10 1968	9 1969	8 1970
Cleveland City	8079	10274	9907	9834	10299
Euclid	1003	928	919	795	804
Lakewood	771	849	688	624	667
Rocky River	285	335	327	277	314
Catholic[1]	2039	2205	2360	3594	3719
TOTAL	12177	14591	14201	15124	15803
Estimated Number of High School Graduates Adjusted for Attrition					
Cleveland[2]	7676	6312	6044	6098	6489
Rocky River, Lakewood, Euclid	1957	2007	1838	1621	1696
Catholic	1938	2095	2242	2984	3087
TOTAL ESTIMATED GRADUATES	11571	10414	10124	10694	11272
Estimated Number Enrolling for Post High School Education	32%	33%	34%	35%	36%
(Cleveland)	2456	2082	2054	2134	2336
Estimated Number Enrolling for Post High School Education	65%	66%	67%	68%	69%
(Rocky River, Lakewood, Euclid)	1272	1324	1231	1096	1170
(Catholic)	1259	1382	1502	2029	2130
TOTAL	4987	4788	4787	5259	5636

[1] Approximately two-fifths total Cuyahoga County Catholic enrollment.

[2] Adjusted for attrition estimate at 5 percent each year for suburban schools. Cleveland City estimated at 5 percent for grades 11 & 12, 37-38,39 respectively, grades 8, 9, & 10.
Catholic schools estimated at 17 percent for grades 8 & 9, 5 percent for grades 10, 11 & 12.

TABLE XXVIII

CLEVELAND CAMPUS

PREDICTED ENROLLMENT

	1966-1967			1967-1968			1968-1969			1969-1970			1970-1971		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
New															
Full-Time Day	1102	1267	1441	1031	1207	1396	1045	1223	1414	1146	1350	1568	1262	1477	1708
Part-Time	1650	1900	2161	1546	1810	2094	1567	1834	2121	1719	2025	2352	1893	2215	2562
Retained															
Full-Time Day	940	940	940	1475	1579	1678	1748	1916	2089	1920	2127	2346	2103	2349	2611
Part-Time	860	860	860	1506	1656	1813	1831	2079	2344	2038	2347	2679	2254	2623	3018
Transfers	316	316	316	308	308	308	307	307	307	339	339	339	360	360	360
Other	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
TOT DAY FTE[1]	2123	2265	2415	2517	2759	3007	2764	3062	3378	3028	3382	3760	3304	3702	4128
TOT FTE	2719	2926	3143	3247	3594	3958	3579	4008	4467	3931	4443	4991	4300	4879	5497
TOT ENROLMT	4968	5383	5818	5966	6660	7389	6598	7459	8375	7262	8288	9384	7972	9124	10359

[1]FTE=Full-Time Equivalent

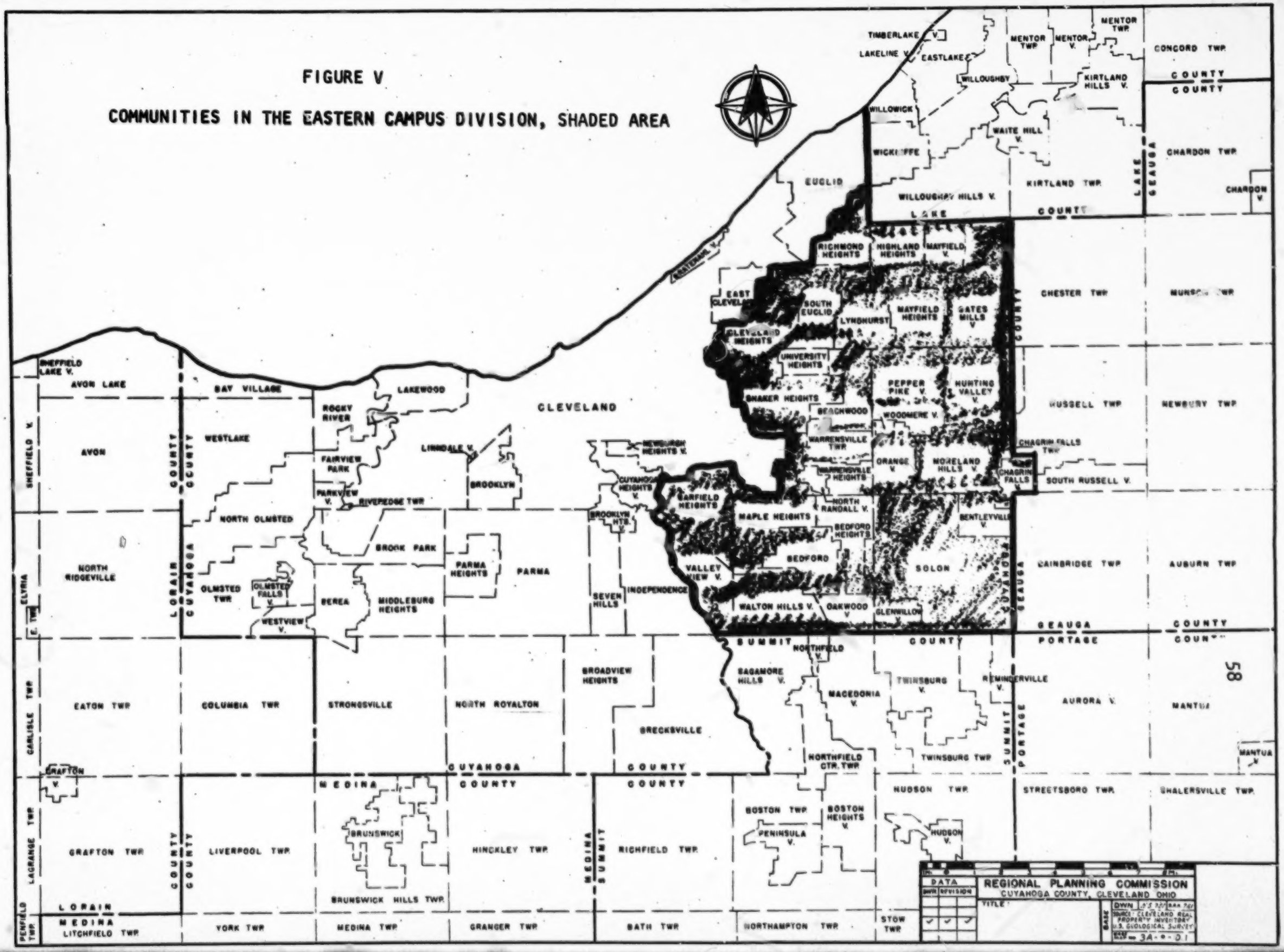
Eastern Campus

The population on the east side of the county is treated here as if a comprehensive community college campus were available in 1966. Presumably the hypothetical Eastern Campus would lighten the enrollment load on the Cleveland Campus in the same manner that the Western Campus will in 1966. In the summary table on predicted enrollments, Table XXXII, Page 63, the Cleveland and Eastern Division predicted enrollment is combined to represent the total predicted demand that will be made on the Cleveland Campus in the absence of an Eastern Campus.

In Figure V, the geographic boundaries of the area are shown. Communities within the area to be served are also indicated.

FIGURE V

COMMUNITIES IN THE EASTERN CAMPUS DIVISION, SHADED AREA



In Table XXIX current school enrollment for grades 8 through 12 is listed according to public school district and parochial school registration. The totals shown on the bottom line are the numbers of graduates expected to enroll for post high school education.

TABLE XXIX

SOURCES OF ENROLLMENT EASTERN CAMPUS

Grade Enter College	12 1966	11 1967	10 1968	9 1969	8 1970
Beachwood	132	175	153	162	198
Bedford	482	556	462	485	501
Bratenahl				15	16
Chagrin	147	147	153	181	186
Cleveland Heights	1212	1152	1037	1018	1011
East Cleveland	449	482	456	450	461
Garfield Heights	547	559	523	471	502
Maple Heights	547	557	566	485	521
Mayfield	390	411	392	357	393
Orange	191	213	227	208	207
Richmond Heights	93	95	79	78	80
Shaker Heights	639	650	649	609	601
Solon	169	150	160	139	151
Lyndhurst	747	713	658	649	713
Warrensville Heights	179	213	184	173	200
Catholic[1]	1000	906	1100	1200	1800
Estimated Out-of-County	200	210	220	230	250
TOTAL	7124	7189	7019	6910	7791
Estimated Number of Graduates	6858	6827	6669	6565	7402
Estimated Number Enrolling in Post High School Education	64%	65%	66%	67%	68%
TOTAL	4389	4437	4401	4398	5033

[1] Approximately one-fifth Cuyahoga County Catholic enrollment.

TABLE XXX

EASTERN CAMPUS

PREDICTED ENROLLMENT

	1966-1967			1967-1968			1968-1969			1969-1970			1970-1971		
	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
New															
Full-Time Day	592	877	1185	598	887	1197	594	880	1188	593	879	1187	679	1006	1358
Part-Time	888	1315	1777	897	1330	1795	891	1320	1782	889	1318	1780	1015	1509	2037
Retained															
Full-Time Day	940	940	940	1176	1347	1532	1323	1599	1896	1408	1685	2108	1458	1795	2234
Part-Time	860	860	860	1048	1305	1582	1167	1581	2026	1234	1740	2284	1273	1803	2438
Transfers	329	329	329	332	332	332	330	330	330	329	329	329	377	377	377
Other	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
TOT DAY FTE[1]	1693	1939	2206	1905	2266	2730	2027	2498	3148	2099	2585	2979	2258	2831	3515
TOT FTE	2092	2449	2834	2347	3052	3541	2494	3197	3951	2580	3311	4198	2777	3615	4595
TOT ENROLMT	3709	4421	5191	4151	5301	6538	4405	5810	7322	4553	6051	7788	4902	6590	8544

[1]FTE=Full-Time Equivalent

Support for Predictions

These predictions do not seem unrealistic in view of the variables which influence post high school enrollment and in view of a recent study completed in the Cuyahoga County area.[1] A survey of high school seniors, made at the end of May 1965, in the public and parochial high schools, revealed some indicative trends.

Of the 17,909 high school seniors questioned, 13,405 or 75 percent indicated they planned to continue their education. By the end of May 1965, 8,834 of the 13,405 indicated that they had been accepted at a college, university, or other educational institution.

The total number of high school seniors graduated in June 1965 in Cuyahoga County was estimated at 22,140. Using the proportions above, as determined by the Federal Reserve study, the probability is that a total of 16,518 seniors planned to continue their education and that 11,291 had been accepted for further study at some institution in May 1965. Counting acceptances and late applications, it is reasonable to assume that the number enrolled in fall 1965 was in excess of 11,291. These figures appear consistent with the predictions made in Table XXXI referred to below.

The Totals

A composite of the county high school graduates who are expected to enroll in post high school programs is presented in Table XXXI. The term, post high school program, includes two and four year programs in addition to specialized instruction for developing occupational skills in courses of shorter duration.

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[1] Survey of High School Seniors in Cuyahoga County, "Economic Review" Federal Reserve Bank of Cleveland, November 1965, p. 12.

TABLE XXXI

ESTIMATED TOTALS OF HIGH SCHOOL GRADUATES SEEKING POST HIGH SCHOOL EDUCATION IN CUYAHOGA COUNTY BY YEAR AND BY AREA

Area	1966		1967		1968		1969		1970	
	H.S. Grad.	College Enrol.	H.S. Grad.	College Enrol.	H.S. Grad.	College Enrol.	H.S. Grad.	College Enrol.	H.S. Grad.	College Enrol.
Western Campus	7015	4559	7729	5101	7680	5145	7354	5000	7788	5373
Cleveland Campus	11571	4987	10414	4788	10124	4787	10694	5259	11272	5636
Eastern Campus	6858	4389	6827	4437	6669	4401	6565	4398	7402	5033
TOTAL	25444	13935	24970	14326	24473	14333	24613	14657	26462	16042

In Table XXXII predicted enrollment from 1966 to 1970 is combined by areas. The totals represented by the Cleveland and Eastern Campuses combined have been calculated in the absence of a comprehensive east side campus. If an Eastern Campus is established, enrollment will be parcelled out between the Cleveland and the Eastern Campus. If an Eastern Campus is not established, the enrollment burden will fall completely on the Cleveland Campus as indicated in the table.

Although the enrollment predictions extend only as far as 1970, the need in the years beyond has been estimated. Between Cleveland State University and Cuyahoga Community College, some means must be created to accommodate an excess of 41,400 county students in 1975 and 52,950 in 1980.[1]

The time to plan is now before the immensity of the task overwhelms the public and private institutions in Cuyahoga County.

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[1]Elmendorf, Op. cit., p.8.

TABLE XXXII

SUMMARY OF TOTAL PREDICTED ENROLLMENT FOR

CUYAHOGA COMMUNITY COLLEGE DISTRICT

1966-1971

Campus	1966-1967 Low	Med.	High	1967-1968 Low	Med.	High	1968-1969 Low	Med.	High	1969-1970 Low	Med.	High	1970-1971 Low	Med.	High
Western															
TOT DAY FTE[1]	1723	1979	2255	1816	2256	2730	2095	2649	3244	2237	2843	3497	2315	3067	3784
TOT FTE	2130	2500	2893	2312	2948	3632	2598	3384	4227	2782	3659	4603	2976	3939	4975
TOT ENROLMT	3778	4518	5296	4174	5477	6837	4664	6234	7917	4959	6715	8600	5289	7215	9286
Eastern															
TOT DAY FTE	1693	1939	2206	1905	2266	2730	2027	2498	3148	2099	2585	2979	2258	2831	3515
TOT FTE	2092	2449	2834	2347	3052	3541	2494	3197	3950	2580	3311	4198	2777	3615	4595
TOT ENROLMT	3709	4421	5191	4151	5301	6538	4405	5810	7322	4553	6051	7788	4902	6590	8544
Cleveland															
TOT DAY FTE	2123	2265	2415	2517	2759	3007	2764	3062	3378	3028	3382	3760	3304	3702	4128
TOT FTE	2719	2926	3143	3247	3594	3958	3579	4008	4467	3931	4443	4991	4300	4879	5497
TOT ENROLMT	4968	5383	5818	5966	6660	7389	6598	7459	8375	7262	8288	9384	7972	9124	10359
Cleveland & Eastern[2]															
TOT DAY FTE	3816	4204	4621	4422	5025	5737	4791	5560	6526	5127	5967	6739	5562	6533	7643
TOT FTE	4811	5375	5977	5594	6646	7499	6073	7205	8417	6511	7754	9189	7077	8494	10161
TOT ENROLMT	8677	9804	11009	10117	11961	13927	11003	13269	15697	11815	14339	17172	12874	15714	17903
All Campuses															
TOT DAY FTE	5539	6183	6876	6238	7281	8467	6886	8209	9770	7364	8810	10236	7877	9600	11427
TOT FTE	6941	7875	8870	7906	9594	11131	8671	10589	12644	9293	11413	13792	10053	12433	15067
TOT ENROLMT	12454	14322	16305	14301	17438	20764	15667	19503	23614	16774	21054	25772	18163	22929	28189

[1] FTE= Full-Time Equivalent

[2] Until a comprehensive eastern campus is established, Cleveland will continue to serve the eastern area in addition to its own.

APPENDIX

ASSUMPTIONS AND BASES FOR PREDICTING ENROLLMENTS

Public Suburban High Schools and Catholic High Schools

A. Dropout Rate: approximately 15 percent from 9th through 12th grades.

B. Percent of high school graduates attending college: 64 percent of graduating class, increasing by 1 percent annually (68 percent in 1970.) The actual figures as reported by the Cleveland Chamber of Commerce vary from a high of 92 percent in Shaker Heights to a low of 35 percent in Garfield Heights. The predicted percentages are based partially on the experience and partially on the presence of the Community College and the incentive the College generates for continuing education.

C. Percentage of high school graduates to be enrolled by Cuyahoga Community College: low estimate, 13.5 percent; medium estimate, 20 percent; high estimate, 27 percent.

For example, starting with 1000, 9th grade students in a suburban or Catholic high school, 850 will graduate (15 percent dropout). Of the 850,544 (64 percent) will enroll for some form of post high school education. From the group that continues its education, a percentage will enroll at Cuyahoga Community College. Therefore, of the 544 students enrolled for further education, the College expects to accommodate 73 (13.5 percent) at a low estimate, or 108 (20 percent) at a medium estimate, or 146 (27 percent) at a high estimate.

In the Federal Reserve Bank study[1], of the 13,405 seniors who planned to continue their education, 1,364 reported they planned to attend Cuyahoga Community College. We assume that a higher number actually enrolled based

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[1]Survey of High School Seniors in Cuyahoga County, op. cit., p. 17.

on the figure of 2,073 new day students who registered in fall 1965. Therefore, Cuyahoga Community College enrolled somewhere between 10 and 15 percent of the high school graduates who expressed intent to continue their education.

Cleveland City Schools

A. Dropout Rate: approximately 39 percent from 9th through 12th grades, declining by 1 percent annually.

B. Percent of high school graduates attending college: 32 percent of graduating class increasing by 1 percent annually (36 percent in 1970.) The actual figure reported by the Child Accounting Department, Cleveland Board of Education, was 36.7 percent. This represents the number of students who say they plan to attend college. Our figure (32 percent) is a more conservative estimate.

C. Percentage of high school graduates to be enrolled by Cuyahoga Community College: low estimate, 13.5 percent; medium estimate, 20 percent; high estimate, 27 percent.

Cuyahoga Community College

A. Percentage of Cuyahoga Community College students returning for a second year: 60 percent.

B. Ratio of full-time to part-time students: 60:40 (current ratio, fall 1965, 70:30).

C. Miscellaneous categories: 300 students annually.

D. Transfer-in: average attrition in the freshman year of attendance at a four year college or university is estimated at 30 percent.[1] Of these, Community College expects to enroll 25 percent. For example, if 1000 county high school graduates enroll as freshmen at four year colleges, an estimated 300 (30 percent) will leave during or after

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[1]Correspondence with selected Ohio colleges and universities.

their freshman year. Of these, 75 (25 percent) are expected to enroll at Cuyahoga Community College.